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ABSTRACT

This final report describes a staff development project designed to provide for the effective and statewide dissemination of significant current or previous Section 353 special demonstration projects in Pennsylvania. A panel of 8 literacy experts reviewed 65 special projects funded by the Pennsylvania Department of Education's Bureau of Adult Basic and Literacy Education in fiscal years 1992 and 1993, including projects in the areas of counseling, workplace literacy, family literacy, special populations, curriculum development, tutor training, and program improvement. Twenty-nine outstanding projects selected by the panel were described in the six "FOCUS on Literacy" newsletter issues published during the period (copies appended to report). They describe the outstanding projects in these areas: special populations, curriculum development, English as a second language life skills curriculum, counseling, tutor training, and program improvement. An appendix contains an annotated listing of the outstanding projects. Each entry contains the following: area, title, year, cost, FOCUS issue, contact person with address and telephone number, audience, subarea, and annotation. (YLB)

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FOCUS on Excellence

final report
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FY 1993-1994

#99-4031 $18,000

Sherry Royce, Project Director

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ABSTRACT

Title: FOCUS ON EXCELLENCE

Project No: 99-4031 **Funding:** $18,000

Project Director: Sherry Royce **Telephone:** (717) 569-1993

Contact Person: Sherry Royce **Telephone:** (717) 569-1993

Agency: Royce & Royce, Inc. 1938 Crooked Oak Drive, Lancaster, PA 7601

PURPOSE:

FOCUS ON EXCELLENCE is a staff development project designed to provide a publication for the effective and statewide dissemination of significant current or previous Section 353 special demonstration projects.

PROCEDURES:

FOCUS features projects recommended by a panel of eight literacy experts who reviewed 65 Special Projects funded by Pennsylvania Department of Education's (PDE's) Bureau of Adult Basic and Literacy Education (ABLE) in FY 1992 and FY 1993, including projects in the areas of counseling, workplace literacy, family literacy, special populations, curriculum development, tutor training, and program improvement.

SUMMARY OF FINDINGS:

Twenty-nine outstanding projects selected by the panel were described in six FOCUS Bulletins published between November 1993 and April 1994. The final report includes the newsletters and an annotated listing of this year's outstanding projects.

COMMENTS:

This year, ***FOCUS*** published a past winners' column which featured exemplary 353 projects (previously cited by FOCUS) that addressed the theme of the current issue. In its yearly evaluation survey, ***FOCUS*** received a total of 13.2 out of a possible 15 points, or an 88% favorable rating.

PRODUCTS:

Between November 1993 and April 1994, six issues of *FOCUS* were produced and distributed to Adult Basic and Literacy Education [ABLE] programs; to the ABLE state task force, the 353 review committee and 353 project directors, to all librarians and legislators in the Commonwealth and to ABE state directors and clearinghouses throughout the nation.

DESCRIPTORS:

FINAL REPORT

FOCUS ON EXCELLENCE

A 353 Special Project FY 1993-94

Funded by PDE: $18,000 #99-4031

PROJECT SUMMARY

FOCUS acts as a homebound staff development vehicle for Pennsylvania's adult literacy and basic education administrators, staff and volunteers. ***FOCUS*** features exemplary special projects produced by Pennsylvania's adult educators and outstanding practices and programs in the Commonwealth As such, it provides regional staff development centers with information about outstanding practices that can be replicated to meet the needs of their area.

Eight adult educators and the FOCUS editor reviewed 65 special projects from FY 1992 and FY 1993 in the areas of counseling, workplace literacy, family literacy, special populations, curriculum development, tutor training, and program improvement and selected 29 as exemplary. Five of the panel members serve as staff members for Pennsylvania's regional staff development centers and one panel member represented AdvancE. The remaining members had extensive experience as ***FOCUS*** panel reviewers, had produced outstanding 353 projects and were ABE Program Directors. Criteria for the review were established by the USOE's Clearinghouse ADELL in FY1978-79. The three major selection indicators for ***FOCUS*** Bulletins are: Innovative Qualities; Effectiveness, and Ease of Adaptation. ***FOCUS*** panel members include:

Ione Graves, Mayor's Commission On Literacy

Edie Gordon, Director CIU 10 Adult Development Center

Carol Goertzel, Former Director of LSH Women's Program

Cheryl Harmon, PDE Adult Education Clearinghouse

Joan Leopold, AE Director Harrisburg State Hospital

Carol Molek, Director TIU 11 Adult Education and Job Training Center

Beverly Smith, Director Immigration & Refugee Services, Catholic Charities

Paul Weiss, Greater Pittsburgh Literacy Council

The 29 outstanding projecst were described in FOCUS Bulletins. This year's bulletins also contain a past winners column that features exemplary 353 projects (previously cited by FOCUS) that address the theme of the issue. Appendix A includes an annotated listing of this year's outstanding projects.

Six FOCUS Bulletin were published between November 1992 and May 1993. They were distributed to 2300 adult literacy and basic education practitioners in the Commonwealth including all ABE/ESL/ GED and Act 143 Literacy programs. They were also sent to the ABLE state task force; the 353 review committee and 353 project directors; all librarians and legislators in the Commonwealth; state departments of education, and state, regional and national adult education clearinghouses.

ACKNOWLEDGMENTS

Thanks is due panel members who gave generously of their time and expertise as well as Cheryl Harmon of Pennsylvania's Clearinghouse AdvancE and Chris Kemp of the Western Adult Literacy Center who helped with project evaluation by tracking requests for special projects as a direct result of FOCUS Bulletin feature stories

1992-93 FOCUS RESOURCE INDEX

The following Resource Index lists the exemplary 353 special projects featured in FOCUS Bulletins.

TITLE	ISSUE	ORGANIZATION
Family Literacy for Parents in Bridge Housing	November 1993	Pittsburgh Literacy Initiative
Family Literacy Summer Institute		TIU Adult Ed & Job Training Center
Visually Impaired and Adult Education Handbook		Adult Lit. Ctr. of the LehighValley
Pre-Math/Science Training for Chemical Lab Technicians		Bidwell Training Center, Inc.
Statistical Process Control: A Manual for Workforce Educators		CIU Development Center for Adults
Adults with Learning Disabilities Summer Institute	December 1993	PSE Inst. for the Study of Adult. Lit.
Computer Assisted Everyday Basic Skills		TIU Adult Ed & Job Training Center
On the Write Track: Emerging Voices		LLIU 13 Adult Enrichment Center
Freebies for ABLE		New Educational Projects, Inc.
GED Math Teacher's Guide for Non-Math Teachers		Chester County OIC, Inc.
Newsletter Promoting Student Learning & Student Community		LSH Women's Program
ELM Branches Out	January 1994	Northampton Community College
Exploring Culture Manual		Center for Literacy, Inc.
Learning Nutrition from a Multi-Cultural Perspective		LSH Women's Program
What Does It Mean? An Introduction to American Idioms		South Hills Lit. Improvement Center
A.A. — N.A. Student Tutor Training	February 1994	Center for Literacy, Inc.
Conflict Resolution Model		Center for Literacy, Inc.

TITLE	ISSUE	ORGANIZATION
Seniors: Current Events and Consumer Awareness	**February 1994**	TIU Adult Ed & Job Training Center
Staff Development: Counseling and Communications		TIU Adult Ed & Job Training Center
Student Legal Issues		TIU Adult Ed & Job Training Center
In-Service Math Instruction for Tutors	**March 1994**	South Hills Lit. Improvement Center
LVA LLLC Staff Development Project: Tutor Tips		LVA Lancaster-Lebanon Lit. Council
Tutor Training Development Workshops		Bradford County Literacy Program
Volunteer Awareness and Educational Enabling		Crawford County Literacy Council
Action Research: A Practitioner Inquiry Project	**April 1994**	Region 9 Staff Development Center
Assessing the Need, Acceptability, and Available Resources for Adult Literacy Staff Development Through Distance Education in Rural Pennsylvania and Recommended Models to Meet the Needs		PSU Institute for the Study of Adult Literacy
Effectiveness of Group Instruction in Adult Lit. Acquisition		Greater Pittsburgh Literacy Council
Laser Disc Technology: A Visual Approach to Reading		TIU Adult Ed & Job Training Center
Participatory Staff Development: Lessons from Peers		LSH Women's Program

READER PROFILE: FOCUS BULLETINS

The April FOCUS Bulletin contained a Reader Survey (See Appendix B). While 75% of the replies received came from Pennsylvania adult educators, 25% of the surveys respondents indicated they were administrators and staff development specialists in California, Florida, Georgia, Illinois, Indiana, Maine, Nebraska, New York, Ohio, South Carolina and Texas. Readers showed a wide diversity in their positions and responsibilities. Seventy five percent of responders stated they were administrators or project directors; 11% were instructors; 14% considered themselves trainers; 9% listed a staff or curriculum development role; and 3% cited other responsibilities. The 12% over 100% in this category is reflective of the multiple duties often assumed by adult educators.

Thirty percent of the respondents came from Local Educational Agencies; 14% from Literacy Councils; 10% from colleges and universities; and 7% from institutions. Some 29% were employed by community based organizations; 6% cited private sector employers and the remaining 4% claimed other associations. Forty-three percent of respondents identified ABE/GED funds as their major source of revenue; 39% cited Pennsylvania's Act 143 funds; 35% received JTPA or other state money, 5% had funding from the private sector, and 18% cited other sources of support for their programs.

READER INTERESTS

Readers were asked to rate the six FOCUS issues as to the topics that were most interesting and useful to them. Once again curriculum development and program improvement were clearly the favorites as they appeal to the broadest audience. These were followed by a close ranking of special populations, counseling and tutor training with the ESL life skills issue coming in last. It should be noted that the tutor training issue earned nearly as many *firsts* and *seconds* as curriculum development and program improvement but this was balanced out by the low rating given them by programs with little interest in volunteers.

FOCUS EFFECTIVENESS RATING

A four point rating scale was used to evaluate the FOCUS Bulletins with 0 as the lowest possible rating and three as the highest. A comparison of the FOCUS 1992-93 ratings with previous FOCUS evaluations shows consistency over time.

	1994	1992	1990	1988	1986	1984
Understandable	2.6	2.7	2.7	2.7	2.7	2.8
Organized	2.7	2.6	2.7	2.7	2.6	2.8
Informative	2.7	2.8	2.9	2.7	2.7	2.8
Interesting	2.7	2.6	2.7	2.6	2.6	2.6
Useful	2.5	2.6	2.7	2.6	2.5	2.3
TOTAL:	**2.64**	**2.66**	**2.74**	**2.66**	**2.62**	**2.66**

Out of a possible 15 points in five areas, FOCUS 1992-93 received an average score of 13.2 or an 88% percent favorable rating. In publications, as in any product, the real test of value is in demand. The Western Adult Literacy Center started logging project requests by FOCUS readers in March of 1994 and reported seven such requests while AdvancE, Pennsylvania's adult education clearinghouse listed 42 direct requests. Survey respondents indicated that they had requested 147 special projects featured in FOCUS from 353 project directors or Clearinghouse AdvancE.

The following comments by FOCUS responders provide a rough idea of the various reasons FOCUS has remained valuable to ABLE practitioners for over ten years and how the information contained in the Bulletins is spread to other staff members and programs by FOCUS readers.

1. All the issues were good
2. It is an easy way to keep up with what is available.
3. The idea of a theme each month is good. Putting "In this Issue" on front page is helpful for scanning. Keep up the excellent work.
4. Issue or articles thoroughly explain function and services of PROBE and AdvancE.
5. All the issues were equally important; useful but not highly readable or clippable and filable.
6. My interests are widespread though my main responsibility is school principal. Your Focus on Literacy is excellent and is routed to all staff.
7. This has been very helpful. Thanks for your help.
8. All the issues were pertinent to our needs. If I had to rank I'd put the Program Improvement issue last. I receive many requests for our projects featured in FOCUS by readers, especially from out-of-state. Receiving information about other state's 353 would be great.
9. I look forward to receiving issues of FOCUS. You provide a very useful service in bringing attention to noteworthy projects which might otherwise be overlooked or unknown. (How many of us have the time to thoroughly research 353s?) Simply making descriptions available through AdvancE is not enough. I hope you will have continued support for this project.
10. Your publication is interesting and informative. I am particularly interested in the action research concept.
11. Brief reviews by my peers saves time and effort in separating wheat from chaff. Excellent publication. Thanks.
12. I appreciate the information in FOCUS. You make it easy to read.
13. Issues were ranked primarily on program/staff need for topic area, rather than quality of issues per se. Focus on Literacy meets a real field need by reviewing and evaluation 353 projects, thus eliminating the need for individual program staff to search
14. The Focus newsletter is an excellent resource for me to find out what other agencies are researching and implementing. The summaries are well-written, clear, and informative. I feel that using Focus to do research puts me on the cutting edge. Thank you!
15. I especially like the column listing related 353s of the past several years and the explanatory column on the first page. The descriptions are great and I only wish an order form could be included or the price to purchase, or statement that the project is distributed at no cost.
16. I enjoy reading Focus. I have new mailing address - address was enclosed.
17. I thought I had saved the February issue on counseling. I meant to send the notice about the counselor training materials to our state people and ask them to purchase the materials for possible use here. I would appreciate your sending the information on the counseling training to me again. I am sorry I misplaced it. I really appreciate the opportunity to review what is going on in other states.
18. Your summaries of projects provide me with a good understanding of what each project was about.

19. I've found these issues very helpful in compiling the staff development bibliography for the national staff development consortium (AAACE). They are resources not often found in other bibs. Thanks. (Especially the participatory Staff Development in the last issue).
20. Some articles were interesting and informative. However, due to a lack of space and funds, many suggestions can't be used.
21. Focus is a great newsletter. I've enjoyed every issue. Hopefully in future issues more family literacy publications with divergent points of view will be included. We use You and Your Child's Teacher and Your Home is a Learning Place as family literacy materials. They are written in a third and fourth grade reading level and meant for care-givers. Students and tutors love them.
22. Focus has remained lively and informative over the years and continues to address timely topics in interesting and productive ways. I look forward to each issue and to sharing the information with colleagues as needed. Thanks!
23. I do get ideas for my staff and volunteers.
24. Since we are out of state, I greatly appreciate the consistency with which you have sent FOCUS to us. We have bought materials related to three projects over the last 18-24 months, so from one point of view you have been very effective.
25. Its always good to receive a FOCUS. I am 100% engaged in directing a workplace education program at the University of Texas at Austin. We contract directly with business to provide intermediate level instruction in reading, writing, listening, math, problem-solving, decision-making and team building in the functional context of how they are used in a workplace setting.
26. Please continue to send Focus.
27. I can't easily follow the articles. The format of Research: Summaries of Adult Education Act section 353 Research Projects, 1989-93 is much easier to understand. I think the evaluations should be more critical. Also, what are Honorable Mentions?
28. The Focus publication is an excellent source for information about particular areas of interest and other projects and programs which could be investigated and reviewed for possible inclusion into a particular program. Each publication has a wealth of information and through the review process each project has been carefully rated so the adult educator can very easily determine the usefulness of a project for their own program. Also by placing each bulletin in a specific category, it helps the staff person easily access information for their needs and when time allows they can look into other projects to enhance their own program.
29. I used several of the features in our informal newsletter that goes to over 100 funded programs in Illinois.

As FOCUS Editor and Project Director, I am most grateful to Pennsylvania's adult educators for providing quality projects and to PDE's Division of ABLE for funding their dissemination via FOCUS.

Dr. Sherry Royce, June 28,1994

APPENDIX A

SPECIAL POPULATIONS FAMILY LITERACY FOR PARENTS IN BRIDGE HOUSING
YEAR: 1993 **COST**: $5,675 **ISSUE**: November 1993 **AE #**: 3025-365

Patty Petrosky (412) 481-9005
LCAC: Goodwill Industries of Pittsburgh/PLI
2600 E Carson Street 6th Floor
Pittsburgh, PA 15203

1993 Effectiveness: E Innovation: E Adaptability: E
AUDIENCE: T, L SUB-AREA: Reading, Enrichment FR, Description of Workshops

Some 48 homeless women received instruction on how to use children's books effectively with their families, while their 98 children were cared for in a separate area of the facility. Each of six sessions focused on a different type of children's book: Reading and Storytelling; Wordless Picture Books; Concept Books (Counting); Family Stories (oral and written), Folktales and Fable, Poetry. Participants received their own copies of the children's books and other handouts.

SPECIAL POPULATIONS FAMILY LITERACY SUMMER INSTITUTE
YEAR: 1993 **COST**: $42,494 **ISSUE**: November 1993 **AE #**: 3025-928

Carol Molek (717) 248-4942
TIU 11 Adult Ed & Job Training Center
1 Belle Ave. BLDG 58
Lewistown, PA 17044

Honorable Mention 1993 Effectiveness: NA Innovation: NA Adaptability: NA
AUDIENCE: A, PD, C SUB-AREA: Staff Development FR

The final report submitted for this project would be helpful to any ABLE program seeking assistance in family literacy. It includes brief descriptions of 13 workshops sessions, presenter's credentials and a summary of session evaluations. There is an excellent resource listing of books, videos, pamphlets, and catalogs dealing with family literacy. The report could serve as a model for any project director planning, hosting, and reporting on a large ABLE conference organized around a single issue. All the pieces are there and they are in apple pie order.

SPECIAL POPULATIONS MATH/SCIENCE TRAINING FOR CHEM LAB TECHNICIANS
YEAR: 1993 **COST**: $21,000 **ISSUE**: November 1993 **AE #**: 3025-892

Valerie Njie (412) 323-4000
Bidwell Training Center
1815 Metropolitan Street
Pittsburgh, PA 15233

1993 Effectiveness: E Innovation: E Adaptability: G
AUDIENCE: T, C, L SUB-AREA: Basic skills, safety, science curriculum FR, Curriculum

This project developed a curriculum, designed materials, and ran a 16- week course for 40 adult learners, with reading and math levels between 7 and 12th grade. The course was designed to increase basic reading and math skills and provide a foundation in safety, and the basic chemistry and physics terminology to succeed in a science-related training program. Emphasis was placed on strengthening observation, analytical thinking, and decision-making techniques. Experienced instructors will find everything necessary to design their own course. Novices beware!

SPECIAL POPULATIONS STATISTICAL PROCESS CONTROL MANUAL FOR WORKFORCE EDUCATORS
YEAR: 1993 **COST:** $9,622 **ISSUE:** November 1993 **AE #:** 2175-287

Edie Gordon, Debra Burrows & Carol Duff (717) 893-4038
CIU 10 Adult Development Center
110 E Bald Eagle Street
Lock Haven, PA 17745

1993 Effectiveness: E Innovation: S Adaptability: S
AUDIENCE: A,T SUB-AREA: Statistics FR, TM

This project is aimed at adult educators who work are preparing to become involved in workforce literacy programs but have no experience with teaching statistical process control (SPC). It provides a 56-page manual that reduces SPC to its basics. Technical vocabulary, preparing charts, calculating standard deviations, and performing coded functions have been broken down to basic math and vocabulary lessons that are understandable to teachers without advanced skills and transferable to workers who do not have math or science background. It was field tested by a French teacher in a local industry class.

SPECIAL POPULATIONS VISUALLY IMPAIRED & ADULT EDUCATION HANDBOOK
YEAR: 1993 **COST:** $12,502 **ISSUE:** November 1993 **AE #:** 3025-940

Linda McCrossan & Cynthia Garrett (610) 435-0680
Adult Literacy Center of Lehigh
530 Hamilton Street
Allentown, PA 18101

1993 Effectiveness: E Innovation: E Adaptability: E
AUDIENCE: A, T, C SUB-AREA: Staff Training FR

I Only Fear What I Cannot See, the handbook developed by this project is designed to help ABLE providers identify the specific needs of visually impaired learners and develop partnerships with government and private organizations that will enable them to adapt their existing program to accommodate this population at little or no cost. The section on serving the visually handicapped in ABLE classes includes units on adaptions which can be made to current teaching materials and a description of partnerships with government agencies to obtain equipment and materials.

CURRICULUM DEVELOPMENT ADULTS WITH LEARNING DISABILITIES SUMMER INSTITUTE
YEAR: 1993 **COST:** $39,692 **ISSUE:** December 1993 **AE #:** 3025-844

Jovita Ross-Gordon (814) 863-3777
PSU Inst. for the Study of Adult Literacy
204 Calder Way STE-209
State College, PA 16801

Honorable Mention 1993 Effectiveness: NA Innovation: NA Adaptability: NA
AUDIENCE: A, C, T SUB-AREA: Learning Disabilities FR, Resources

The packet of booklets and bibliographies that the PSU Institute for the Study of Adult Literacy included in the final report on the Adults with Learning Disabilities Summer Institute is an excellent resources for all ABLE programs. These materials, available from ERIC and the LD Associations of the United States and Canada, can assist teachers to identify adults with learning disabilities. It includes a pamphlet on Literacy and Learning Disabilities and provides strategies for remediation.

CURRICULUM DEVELOPMENT COMPUTER ASSISTED EVERYDAY BASIC SKILLS
YEAR: 1993 **COST:** $18,900 **ISSUE:** December 1993 **AE #:** 3025-852

Carol Molek (717) 248-4942
TIU Adult Ed & Job Training Center
1 Belle Ave. #58
Lewistown, PA 17044

1993 Effectiveness: S Innovation: E Adaptability: S
AUDIENCE: T, L SUB-AREA: Life Skills, Math, Reading FR, Curriculum (CAI modules)

This project added four new units and CAI modules to the Everyday Basic Skills curriculum developed last year. The curriculum includes modules on computer literacy, everyday math, everyday English, basic skills, social skills, employability skills, life skills, teen-parent life skills, first step (parenting), sex equity/non-traditional occupations, local government, laws and legal issues, and an advanced level computer enhanced basic skills for students who are preparing for post-high school education). Each individual lesson plan is cross referenced to students handouts, texts, and computer software.

CURRICULUM DEVELOPMENT EMERGING VOICES: ON THE WRITE TRACK
YEAR: 1993 **COST:** $5,000 **ISSUE:** December 1993 **AE #:** 3025-887

Sandra Strunk & John Corse (717) 293-7639
LLIU 13 Adult Enrichment Center
31 South Duke Street
Lancaster, PA 17602

1993 Effectiveness: S+ Innovation: S+ Adaptability: S+
AUDIENCE: T, C, L SUB-AREA: ESL, Communications FR, Anthology

This project provided a statewide vehicle for the publication of ABLE students' writing. Some 152 comments, letters, autobiographical writings, and short stories were submitted to project staff by adult students enrolled in 15 ABLE programs. At least one piece submitted by each of the students is included validating adult writers' unique perspectives and experience. For adult readers, the anthology offers a realistic text portraying the diversity of their world. For adult practitioners, Emerging Voices offers a glimpse into adult learners' lives; thus improving their ability to meet their students' needs.

CURRICULUM DEVELOPMENT FREEBIES FOR ABLE
YEAR: 1993 **COST:** $10,950 **ISSUE:** December 1993 **AE #:** 3025-868

Tana Reiff (717) 299-8912
New Educational Projects, Inc.
PO Box 182
Lancaster, Pa 17608

1993 Effectiveness: S Innovation: E Adaptability: E
AUDIENCE: A, T, C SUB-AREA: ESL, Math, GED, Life Skills FR Guide

This 34-page guide containes materials available free to the general public that are suitable for adult learners. Most of the materials come from human service agencies, public and private organizations and adult education clearinghouses. Resources are categorized by ABLE category (family literacy, ESL, Numberacy, etc). Each item listed contains the title, description of the material, publication date, reading level, method and limitations on ordering. The selection is limited and all ESL materials listed as provided by AdvancE have been distributed.

CURRICULUM DEVELOPMENT GED TEACHERS GUIDE FOR NON-MATH TEACHERS
YEAR: 1993 **COST:** $5,000 **ISSUE:** December 1993 **AE #:** 3025-850

Kathy Kline (610) 524-5107
Chester County Intermediate Unit
150 James Hance Court - Oaklands
Exton, PA 19341

1993 Effectiveness: S Innovation: S+ Adaptability: S+
AUDIENCE: A, T SUB-AREA: Staff Development, Math FR, TG

This project developed a 50-page teacher's manual which identifies topics practitioners found most difficult to teach and provides appropriate instructional strategies. Topice include: number line, adding subtracting, multipying and dividing signed numbers and monomials, order of operations, exponential notation, writing and solving equations, inequalities, multiplying binomials, proportions, andles, Pythagoream theorem, and coordinate geometry. Teaching strategies are hands-on and provide concrete ways to communicate abstract concepts.

CURRICULUM DEVELOPMENT NEWSLETTER PROMOTING STUDENT LEARNING
YEAR: 1993 **COST:** $5,000 **ISSUE:** December 1993 **AE #:** 3025-885

Carol Goertzel (215) 426-8610
LSH Women's Program
1340 Frankford Ave.
Philadelphia, PA 19125

1993 Effectiveness: S+ Innovation: S Adaptability: S+
AUDIENCE: T, C, L SUB-AREA: Communication, Self Esteem FR, 3 Newsletters

As a means of improving adult students' communication skills and encouraging them to share their diverse culture and backgrounds, this project developed a student-centered newsletter. Three issues were produced with a different ABE/GED class serving as the editorial board for each. Ninety adult learners contributed individual articles and many other student participated in group writing projects. Themes for the issues included rewards and problems inherent in returning to school, student and class accomplishments, domestic violence and an exchange of letters with President Clinton on living in a shelter.

ESL LIFE SKILLS ELM BRANCHES OUT
YEAR: 1993 **COST:** $16,277 **ISSUE:** January 1994 **AE #:** 3025-861

Eleanora Bell (610) 861-5427
Northampton Community College
3835 Green Pond Road
Bethlehem, PA 18017

1993 Effectiveness: FAIR Innovation: E Adaptability: S+
AUDIENCE: ESL TEACHERS SUB-AREA: Life & Employment Skills FR, ESL Curriculum

This massive, masterful, comprehensive, competency-based ESL curriculum integrated academic and life skills. It is a must for experienced ESL teachers but will intimidate novices. Based on MELT project research, the curriculum is divided into seven levels of life skills and employment competencies. Each competency reflects a demonstrated ability to successfully perform a language task that addresses real life needs. There is a 148-page index of grammatical structures and a 30-page bibliography. Suggestions are also given for teacher and/or student-made materials.

ESL LIFE SKILLS EXPLORING CULTURE MANUAL
YEAR: 1993 **COST:** $26,095 **ISSUE:** January 1994 **AE #:** 3025-864

J.Weinberger, R.Brandt, C. DeLong Smith (215) 474-1235
Center For Literacy
636 S 48th Street
Philadelphia, PA 19143

1993 Effectiveness: S+ Innovation: S+ Adaptability: E
AUDIENCE: T, C, L SUB-AREA: Multicultural FR, 10 Curriculum Packets

This project encouraged adult learners at the Center for Literacy to identify themselves as a group, to explore the culture of their group, and to decide how to document that culture and communicate it to others. The materials were compiled into 10 cultural packets dealing with West Philadelphians; the homeless; those in recovery; black women; grandmother, mother, daughter and sisters; dreamers; learners of English; computer users; and workers. The class created materials include class descriptions, lists, poetry, autobiographical sketches, journal entries, short essays, letters of advice and class mottoes.

ESL LIFE SKILLS LEARNING NUTRITION FROM A MULTICULTURAL PERSPECTIVE
YEAR: 1993 **COST:** $21,894 **ISSUE:** January 1994 **AE #:** 3025-875

Carol Goertzel (215) 426-8610
LSH Women's Program
1340 Frankford Ave.
Philadelphia, PA 19125

1993 Effectiveness: S+ Innovation: E Adaptability: S+
AUDIENCE: T,L SUB-AREA: Nutrition FR, Curriculum Manual

Food for the Mind and Body, a 125-page curriculum manual focuses on the selection and preparation of food that is nutritious, economical and multicultural. It is designed to be used by ABLE students reading at a 4+ grade level. Each chapter combines stories written by students about their personal health problems and food preferences with a narrative that presents important facts about the body and nutrition. Chapters include Food and Body, Why do we need food?, Choosing Food and Decision Making. Some 27 multicultural recipes range from Hoppin'John and Black-Eyed Peas & Rice to Jewish Apple Cake.

ESL LIFE SKILLS WHAT DOES THAT MEAN: AN INTRODUCTION TO AMERICAN IDIOMS
YEAR: 1993 **COST:** $17,533 **ISSUE:** January 1994 **AE #:** 3025-893

Mary Ann Eisenrich & Ellen McDevitt (412) 854-8415
South Hills Literacy Improvement
301 Church Road
Bethel Park, PA 15102

1993 Effectiveness: G Innovation: E Adaptability: S+
AUDIENCE: T,L SUB-AREA: ESL FR, Video

This video, designed to be used with the Cultural Literacy Handbook, an illustrated guide to 110 American idioms, contains 25 dramatic bignettes using 25 idioms. It is based on a survey of 50 idioms administered to ESL students and supported by an adult student handbook and an illustrated facilitator's handbook. The video contains stop time - when the classroom teacher or tutor stops the tape and engage the students in discussion. It is professionally done with sound and video effects, original music, and professional actors and actresses.

COUNSELING AA - NA STUDENT TUTOR TRAINING
YEAR: 1993 **COST:** $9,150 **ISSUE:** February 1994 **AE #:** 3025-840

Jo Ann Weinberger and Rose Brandt (215) 474-1235
Center for Literacy
626 S 48th St.
Philadelphia, PA 19142

1993 Honorable Mention Effectiveness: NA Innovation: NA Adaptability: NA
AUDIENCE: A, C, L SUB-AREA: Staff Development FR; TG

Working with an A.A. member, project staff provided collaborative student-tutor literacy training for N.A. and A.A. members. Some 21 students and seven tutors completed the program. The training used a whole language approach to reading and writing with skills presented in relation to real life materials: ie. The AA Preamble; The 12 Steps; How It Works from Chapter 4 of The Big Book and Writing the 4th Step. The final report is accompanied by a Training Manual, which includes trainer's guidelines and workshop handouts.

COUNSELING CONFLICT RESOLUTION MODEL
YEAR: 1993 **COST:** $10,463 **ISSUE:** February 1994 **AE #:** 3025-854

Monty Wilson, Vanessa Watson-Martinez (215) 474-1235
Center For Literacy
636 S 48th Street
Philadelphia, PA 19143

1993 Effectiveness: S+ Innovation: E Adaptability: G+
AUDIENCE: A, C, L SUB-AREA: Coping Skills FR, TG, Learner's Handbook

Accompanying the final report is a Teacher's Guide and Learner's Handbook that provides materials for activities in each of 3 conflict resolution workshops held as part of this project. Topics include Arguing, which examines the hidden causes of arguments; the 5 basic principles of conflict resolution, such as taking reponsibility for feeling; the 11 steps to conflict resolutions such as stating your problem clearly, and a unit on applying the 5 basic principles to group situations. The teacher's guide includes a bibliography, overview, outline, description of activities and handouts.

COUNSELING SENIORS: CURRENT EVENTS & CONSUMER AWARENESS
YEAR: 1993 **COST:** $11,820 **ISSUE:** February 1994 **AE #:** 3025-908

Carol Molek (717) 248-4942
TIU Adult Ed & Job Training Center
1 Belle Ave. #58
Lewistown, PA 17044

1993 Effectiveness: E Innovation: E Adaptability: E
AUDIENCE: A,C,T,L SUB-AREA: Seniors, Life Skills FR

This project delivered 10 workshops on current events and consumer awareness to 39 senior citizens. The final report contains a description of the process, project evaluation and publicity, resources, pre-tests and post-tests and a detailed lesson plan for each session. Topics covered included advertising, crossword puzzles, food and prescription labels; billing notices, assessing the value of personal property, location of family records, and health care for the elderly.

COUNSELING STAFF DEVELOPMENT: COUNSELING AND COMMUNICATION
YEAR: 1993 **COST:** $18,850 **ISSUE:** February 1994 **AE #:** 3025-916

Carol Molek (717) 248-4942
TIU Adult Ed & Job Training Center
1 Belle Ave. #58
Lewistown, PA 17044

1993 Effectiveness: E Innovation: E Adaptability: S
AUDIENCE: ABLE STAFF SUB-AREA: Staff Development FR

Four workshops were help to alert teachers to serious problems their students may face and to help them develop everday counseling techniques. The Final Report includes training outlines that provide objectives, resources, a description of activities and the materials necessary to carry out the exercises for the following topics: What's the Problem (6 steps of problem-solving); Shades of Grey (recognizing diversity, assumptions and perceptions); Do You Really Hear Me/ (communication strategies), and The Next Step (referral networks).

COUNSELING STUDENT LEGAL ISSUES
YEAR: 1993 **COST:** $10,500 **ISSUE:** February 1994 **AE #:** 3025-924

Carol Molek (717) 248-4942
TIU Adult Ed & Job Training Center
1 Belle Ave. #58
Lewistown, PA 17044

1993 Effectiveness: E Innovation: E Adaptability: E
AUDIENCE: T, C, A, AGENCIES SUB-AREA: Legal Issues FR

This project trained ABLE staff to identify students' legal problems that need to be referred to legal service personnel and to recognize those problems where adult learners could help themselves. Issues covered included housing, public benefits, health matters, consumer, employment and family law. The material developed for 3 workshops presented to 60 students on these topics is written at or below 6th grade level and included in the final report. Subjects covered include hospital discharge rights, how to make a good first impression in court, custody law, and the mobile home park rights.

TUTOR TRAINING IN-SERVICE MATH INSTRUCTION FOR TUTORS
YEAR: 1993 **COST:** $4,087 **ISSUE:** March 1994 **AE #:** 3025-847

Ellen McDevitt (412) 854-8415
South Hills Literacy Improvement Center
301 Church Road
Bethel Park, PA 15102

1993 Effectiveness: E Innovation: E Adaptability: S
AUDIENCE: T, T-TRAINERS SUB-AREA: Math FR, T Manual

A review of the literature plus a group profile of the mathematics abilities of some 100 literacy students was used to develop a training manual for practitioners tutoring adult learners in math who were reading in a 5-8th grade level and preparing for transition to a class room situation. The manual provides a listing of specific math competencies by function, supplies a sequential outline for teaching math skills and provides an extensive annotated bibliography of applicable math resources.

TUTOR TRAINING TUTOR TIPS: A LVA LLLC STAFF DEVELOPMENT PROJECT
YEAR: 1993 **COST:** $7,402 **ISSUE:** March 1994 **AE #:** 3025-881

M. Hohensee (717) 295-5523
LVA Lancaster-Lebanon Literacy Council
38 W King Street
Lancaster, PA 17603

Honorable Mention 1993 Effectiveness: NA Innovation: NA Adaptability: NA
AUDIENCE: A, T SUB-AREA: Literacy Councils FR, Newsletters

This project which paid for usual staff development activities (Midwinter conference, acquisition of tutor training materials, development of 5 workshops) also supplied funds for the development of TUTOR TIPS, a staff development newsletter. This quarterly publication provided tutors with information acquired through the workshops. Issues included tips on involving students in writing activities; identifying and working with Learning Disabled adults; using language experience stories with students, and treating the newspaper as a valuarble learning resource.

TUTOR TRAINING TUTOR TRAINING DEVELOPMENT WORKSHOPS
YEAR: 1993 **COST:** $24,000 **ISSUE:** March 1994 **AE #:** 3025-933

M. Lindquist, M. Anderson, S. Spencer (717) 297-3375
Tutors of Literacy in the Commonwealth
Bradford County Library, RD #3
Troy, PA 16947

1993 Effectiveness: E Innovation: E Adaptability: S
AUDIENCE: A,T,C SUB-AREA: Tutor Training Models FR, 4 Videos

This project sponsored by TLC, Tutors of Literacy in the Commonwealth, presented four different tutor training models at a series of workshops presented throughout Pennsylvania. Presentations by expert tutor-trainers from TLC, the Greater Pittsburgh Literacy Council (GPLC), Philadelphia's Center for Literacy (CFL),and the Delaware County Literacy Council (DCLC) were videotaped. Each of the videotapes can stand alone enabling programs that use tutors to view the different formats and pick and choose from among the various methods and strategies those that best suit their needs.

TUTOR TRAINING VOLUNTEER AWARENESS AND EDUCATIONAL ENABLING
YEAR: 1993 **COST:** $4,316 **ISSUE:** March 1994 **AE #:** 3025-941

M. Lindquist (814) 337-7323
Crawford County Literacy Council
312 Chestnut Street #103
Meadville, PA 16335

Honorable Mention 1993 Effectiveness: NA Innovation: NA Adaptability: NA
AUDIENCE: C, T, T-TRAINERS SUB-AREA: Empowerment Techniques FR, handouts

This project trained tutors to recognize a variety of non-educational problems confronting new readers, and provided information about referrals to various agencies. The thrust of the training was toward helping tutors maintain a proper balance between compassion and positive help for their adult students and over-involvement which creates a dependency by taking on the new reader's responsibilities. The final report includes agendas, exercises and handouts from the half-day Social Impact workshop and the full-day Educational Enabling workshop.

PROGRAM IMPROVEMENT ADULT LITERACY STAFF DEVELOPMENT THROUGH DISTANCE EDUCATION
YEAR: 1993 **COST:** $17,602 **ISSUE:** April 1994 **AE #:** 3025-845

Allan Quigley and Daniele Flannery (814) 863-3777
PSU Inst. for the Study of Adult Literacy
204 Calder Way - STE 209
State College, PA 16801-4756

Honorable Mention 1993 Effectiveness: NA Innovation: NA Adaptability: NA
AUDIENCE: A SUB-AREA: Distance Education FR

This project investigates the feasibility of using distance education for training rural ABLE staff. After a comprehensive review of literature on distance education as practiced by other states and Canada, the final report describes a survey of rural Pennsylvania literacy providers access to and attitudes toward distance education for staff development and identifies distance education resources currently available: i.e. interactive audio; interactive video and audio graphics; interactive video-audio using satellite downlink transmission.

PROGRAM IMPROVEMENT EFFECTIVENESS OF GROUP INSTRUCTION IN ADULT LITERACY ACQUISTION
YEAR: 1993 **COST:** $23,000 **ISSUE:** April 1994 **AE #:** 3025-860

Don Block (412) 661-7323
Greater Pittsburgh Literacy Council
100 Sheridan Square, 4th Floor
Pittsburgh, PA 15206

Honorable Mention 1993 Effectiveness: NA Innovation: NA Adaptability: NA
AUDIENCE: A, T, T TRAINERS SUB-AREA: Research FR

This research project examined the effectiveness of small group instruction in a setting that has traditionally relied upon a one-to- one approach. The study examines the average monthly attendance and compares attendance patterns in relation to demographic and academic placement characteristics. Personal goal accomplishments and reading gains over a six-month period are reported for both groups. While a one-t0-0ne environment seems more conducive to goal-setting and reporting, attendance patterns were remarkably similar. The study does not support the superiority of either method.

PROGRAM IMPROVEMENT LASER DISC TECHNOLOGY: A VISUAL APPROACH TO READING
YEAR: 1993 **COST:** $16,293 **ISSUE:** April 1994 **AE #:** 3025-874

Carol Molek (717) 248-4942
TIU Adult Ed & Job Training Center
1 Belle Ave. #58
Lewistown, PA 17044

Honorable Mention 1993 Effectiveness: NA Innovation: NA Adaptability: NA
AUDIENCE: A, T SUB-AREA: Reading FR

Project staff previewed laser disk materials available from commercial vendors and identified social studies, science and literature materials compatable with Contemporary GED workbooks. Staff then developed six curriculum unit to use with these resources to teach content area reading to 25 ABE students. The curriculum and a listing of resources are included in the final report along with a pre/post questionnaire in which students rate their familiarity with laser disc technology and their expectations regarding learning in this manner.

PROGRAM IMPROVEMENT PARTICIPATORY STAFF DEVELOPMENT
YEAR: 1993 **COST:** $8,000 **ISSUE:** April 1994 **AE #:** 3025-917

Carol Goertzel (215) 426-8610
LSH Women's Program
1340 Frankford Ave.
Philadelphia, PA 19125

Honorable Mention 1993 Effectiveness: Innovation: Adaptability:
AUDIENCE: A, T, C SUB-AREA: Determining Workshops FR, Workshop Handouts

The final report and workshop handouts document a model process for conducting staff development workshops according to adult education principles of participatory learning. The nine half-hour staff development workshops designed to disseminate information about 353 curriculum, enhance teaching methods, and increase strategies to aid in student retention provided modeling of new techniques, linking new learning to past experiences, practice of new learning in small interest groups, and reflection and evaluation of what was learned.

PROGRAM IMPROVEMENT PRACTITIONER INQUIRY PROJECT: REGION 9 SDC
YEAR: 1993 **COST:** $80,000 **ISSUE:** April 1994 **AE #:** 3025-945

Donna Cooper and Diane Inverso (215) 875-6602
Mayor's Commission on Literacy
1500 Walnut Street 18th Floor
Philadelphia, PA 19102

Honorable Mention 1993 Effectiveness: NA Innovation: NA Adaptability: NA
AUDIENCE: A SUB-AREA: Research FR

During 1992-93, in collaboration with the National Center on Adult Literacy, the Region 9 Center trained 32 ABLE staff in practioner inquire research. Working in groups, practitioners identified questions of relevance to their programs, worked with mentors at program sites exploring answers to their questions, produced a summary of their work, discussed their findings in a wrap-up group session. The Region 9 Center final report includes seminar agendas, workshop handouts, a table of contrasting paradisms of research on teaching, the four ABLE program's summary reports.

APPENDIX B

FOCUS on Literacy

READER SURVEY FORM

Please take a few minutes to complete the following survey.
Return it to Sherry Royce, 1938 Crooked Oak Drive, Lancaster, PA 19601 by June 3, 1993.

(circle one)
READER'S MAIN RESPONSIBILITY:
Administration Instruction Counseling Training Curriculum Development

Other:_____

ORGANIZATION:
Local Ed Agency Literacy Council Community College College/University Institution
Business/Industry Union Private Sector Community-Based Organization
Other:_____

MAIN FUNDING SOURCE:
ABE/GED PA ACT 143 State Funds Foundation Private Sector
Other:_____

I received the following issues of FOCUS:
(check the months received)

Please rank the issues from 1-6 in order of preference

		RANK
____ November 1992	**Workplace Literacy**	____
____ January 1993	**Family Literacy**	____
____ February 1993	**Special Populations**	____
____ March 1993	**Curriculum Development**	____
____ April 1993	**Program Improvement**	____
_____ May 1993	**Recruitment and Retention**	____

I requested information about _____ 353 project(s) from:
(how many)

(please circle those contacted)
AdvancE
353 Project Director

In general FOCUS Bulletins were:

(Circle your Rating)

	Excellent			Poor
Organized	3	2	1	0
Informative	3	2	1	0
Understandable	3	2	1	0
Interesting	3	2	1	0
Useful	3	2	1	0

I would be interested in: (Please check if interested)
___ Receiving information about PA's 353 projects
___ Receiving information about other state's 353 projects

(Please turn over: Your comments would be appreciated)

COMMENTS:

Thank you for participating in this survey.

Please fold, tape or staple and return to the address given below

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Sherry Royce
FOCUS Editor
1938 Crooked Oak Drive
Lancaster, PA 17601-6425

Pennsylvania Adult Basic and Literacy Education

FOCUS on Literacy

This Month:

SPECIAL POPULATIONS

November 1993, Volume 8, Number 1

Sherry Royce, Editor

IN THIS ISSUE

- *Statistical Process Control* *page 2*
- *Family Literacy for Parents in Bridge Housing* *page 3*
- *Family Literacy Institute* *page 3*
- *Visually Impaired Adult Education Handbook* *page 4*

The special projects featured in FOCUS were funded by the Bureau of Adult Basic and Literacy Education (ABLE), Pennsylvania Department of Education (PDE) and rated according to the following criteria

EFFECTIVENESS:

- Objectives and outcomes are clearly stated;
- Materials are linked to results;
- Content is appropriate for the target audience.

INNOVATION:

- Addresses major priorities,
- Creative use of resources.

ADAPTABILITY:

- Reports and/or curricula are clearly written.
- Little staff training is needed.

On a five point scale, the highest rating attainable is Excellent. Superior is (4) and Good (3). Projects may be borrowed from AdvancE, 11th Floor, PDE, 333 Market Street, Harrisburg, PA 17126-0333. Telephone: (800) 992-2283. Out-of-state Telephone: (717) 783-9541. When writing AdvancE, please refer to each project requested by its AE number.

MATH/SCIENCE TRAINING FOR CHEMICAL LABORATORY TECHNICIANS

Developed by Valerie Njie, Bidwell Training Center, Inc. 1815 Metropolitan St., Pittsburgh, PA 15233. Telephone: (412) 323-4000. FY 1992-93. $21,000. AE# 3025-892.

Customized Training

There were good jobs in the Pittsburgh area waiting for adults who were trained as chem lab technicians. Bidwell had the expertise and the support from industry to conduct customized training. Entrance standards were established at a 12th grade level. But something went wrong.

Half of the initial training class dropped out within the first month; and only half of a second group, with much high math skills at entrance, completed the training. Obviously, a feeder program was needed for students who had marginal academic skills.

Project Goals and Results

This project developed a curriculum, designed materials, and ran a 16-week program for 40 disadvantaged adults, 33 of whom had initial reading and math skills between seventh and 12th grade levels. The course was designed to increase their basic skills and give them the foundation in safety, and basic chemistry and physics terminology needed to succeed in a science-related training program.

Of the 33 basic needs enrollees, 27 (82%) completed the course. Of these, 20 were accepted into science-related training programs; one entered computer training; two are continuing academic instruction; and four (7%) were not accepted into vocational programs.

Program Components

Project components include a final report and a set of Reading and Science/Math course curricula. Emphasis was placed on developing materials that would stimulate the imagination, peak curiosity, and decrease math and science anxiety. Emphasis in both courses was placed on strengthening observation, analytical thinking, and decision making techniques.

The Reading Component provides instructors with:

- *objectives*
- *model planning calendar for instructor*
- *model student reference folder*
- *reading prescription instructions*
- *instructional strategies and related materials*
- *suggestions for evaluation*
- *Formal samples, charts in the appendix*

The Science/Math Component provides instructors with:

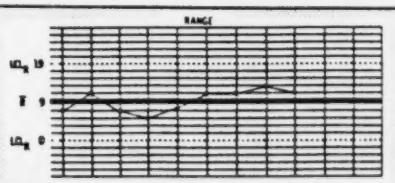
- *objectives*
- *demonstrations and activities using household supplies*
- *vocabulary list*
- *bibliography of instructional and reference materials and appendix of charts & forms*

24 **continued on page 2**

FOCUS is a PDE Adult Education Staff Development Project. However, the opinions expressed herein do not necessarily reflect the position of the Pennsylvania Department of Education nor the United States Department of Education and no official endorsement should be inferred.

A Manual for Workforce Educators

STATISTICAL PROCESS CONTROL



Developed by Debra Burrows and Carol Duff, CIU Development Center for Adults, 110 E Bald Eagle St, Lock Haven, PA 17745. Telephone: (717) 893-4038. FY1991-92. $9622. AE # 2175-287.

You Say You Can't Teach Statistics!

This project is aimed at adult educators who work in or are preparing to become involved in workforce literacy programs. Many ABE instructors have no experience with Statistical Process Control (SPC) and do not feel qualified to teach it. They believe SPC requires a background in statistics and a proficiency in technical math. CIU instructors, who have been providing SPC instruction to factory workers since 1988, have produced a 56-page manual that reduces SPC to its basics.

Sure You Can!

SPC requires employees to learn a technical vocabulary, prepare charts, calculate standard deviations, and perform coding functions. These concepts have been broken down to basic math and vocabulary lessons that are understandable to teachers without advanced skills and transferable to workers who do not have math or science backgrounds.

Carol Flanigan, a CIU instructor whose certification was in elementary education and French, field tested the effectiveness of the manual by teaching the second in a four-part series of classes in SPC held for a local industry. She reviewed the assigned vocabulary definitions and introduced basic control chart construction.

Initially unsure of SPC concepts and techniques, she felt more in control of the material as the class time progressed. She commented that understanding the material and conveying the concepts correctly to the students turned out to be much easier than she had expected. Several additions were made to the handbook as a result of her experience.

THE SPC MANUAL

The SPC manual, as developed, is designed to be used in conjunction with commercially available SPC manuals utilized by the industry hosting the workforce literacy class. It contains:

1. *an introduction for the first-time SPC teacher*
2. *a brief overview of the development of SPC*
3. *an explanation of how SPC is used and its effect on Quality Control*
4. *review of basic statistical terms*
5. *explanation of coded numbers*
6. *how to perform calculations and read graphs*
7. *sample pre-post tests*
8. *glossary*
9. *definition of symbols*
10. *bibliographies*

Math/Science Training continued from page 1

The booklets include teaching strategies and provide lists of staff development resources that detail these techniques. Learner materials used in the courses are referenced, and include CAI software as well as workbooks, vocabulary lists, and texts. This is the Julia Childs of workforce training manuals. Experienced instructors will find everything necessary to design their own course. Novices beware!

FOCUS RATING:

The integration of vocationally skill-specific content with ABLE curriculum and the provision of statistical data on program accomplishments were cited as project strengths. Adding learner exercises to carry out the activities would make the project more readily adaptable by a wider range of ABLE programs. The project was rated **EXCELLENT** for Innovation and Effectiveness, and **GOOD FOR** for Adaptability.

Focus Rating:

Focus panel members complimented its developers on the manual's simple presentation and detailed exercises. It was recommended that it be field tested by other instructors in a classroom setting. The project was rated **SUPERIOR** for Innovation; **EXCELLENT** for Effectiveness; and **SUPERIOR** for Adaptability.

★★★ PAST WINNERS ★★★

Exemplary Special Projects addressing Skill-Specific Workplace content:

- ***1988 Pre-Vocational Clerical Skills Training by J. Rance Roney & J. Benner, Lehigh University.***
  AE 2175-176

A model curriculum in which students gain competencies in math, English, and office skills as they advance from receptionist to the secretary to the President of a fictitious shampoo company.

- ***1989 Sewing the Seeds: literacy in a Clothing Factory, by B. Burenstein, The Center for Literacy.***
  AE 3025-578

This project describes the workplace program in a Philadelphia sewing factory. Its four-unit, 26 lesson ESL curriculum encompasses employee, union, and management objectives.

- ***1992 Curriculum and Materials for Health Care Students by B Sheaffer & Priscilla Carmen, Penn State University.***

This curriculum uses the vehicle of *Mary's Story* to introduce the medical terminology necessary for beginning LPNs to understand. This narrative text is at the heart of a 13 lesson, 78-page curriculum which stresses structural analysis, provides a full range of language arts practice, and uses everyday experiences to help adult learners build knowledge bridges between new abstract concepts and familiar events.

FAMILY LITERACY FOR PARENTS IN BRIDGE HOUSING

Developed by Judith Aaronson, Shelli Glanz, and Penny Klosterman, Pittsburgh Literacy Initiative, Goodwill Industries of Pittsburgh, 2600 E Carson St, Pittsburgh, PA 15202. Telephone: (412) 481-9005. FY 1992-93. AE 3025-940.

Family Literacy Workshops in a Shelter Environment

This project demonstrated an on-site delivery system to encourage homeless parents of young children to read to them. A series of six ***Read Me a Story*** sessions was delivered at each of four bridge housing sites. The sessions were held for two hours weekly during the time family education groups were scheduled for residents. A total of 48 women participated in these sessions, indirectly benefiting their 98 children.

Program Arrangements

An orientation session introduced the content of the family literacy workshop. Adults received instruction on how to use children's books effectively with their families, while their children were cared for in a separate area of the facility. Participants received their own copies of the children's books and other handouts.

Workshop Content

Each session was designed to focus on a different type of children's book.

Parents learned a variety of ways to use these books including asking questions while reading, and making predictions. The sessions covered:

- *The Power of Reading & Storytelling*
- *Wordless Picture Books*
- *Concept Books (ABC, Counting, Colors)*
- *Family Stories (oral and written)*
- *Folktales and Fables*
- *Poetry*

Incentives

1. *participants were introduced to a variety of crafts to use with their children, either before reading a book or as an enrichment activity after reading the book*
2. *participants had the opportunity to read an excerpt from adult fiction or nonfiction related to a weekly theme*
3. *participants were introduced to multi-cultural authors to enhance their own reading interests*
4. *when arriving late for sessions became a problem, a small prize was awarded the first student to walk into the classroom*
5. *students who brought in lists of books they had read with their children received special recognition each week.*

Program Evaluation & Results

Initial evaluation plans included participants keeping journals of family reading activities. This was discontinued when participants objected and weekly progress was reviewed during the introduction section of each workshop. By the end of the six weeks, some participants wrote their comments and shelter directors provided additional feedback.

Most participants acknowledged that they were spending more time reading with their children using the books they received during the workshop. Authors such as Maya Angelou and Langston Hughes were popular and most participants expressed a desire to continue attending if more sessions were available.

Focus Rating: ★★★★

The project was rated **EXCELLENT** across the board. The panel noted that brdige house staff needed to make arrangement so participants could be taken to the local public library as was originally planned. Continuation of the project by training bridge housing staff was cited as an excellent idea.

The January 1993 issue of FOCUS featured six FY 1991-92 exemplary Family Literacy projects:

- ***Self Esteem for Parenting by R. Brandt & T. Lamont, Center for Literacy, AE 3025-780***
- ***Family Advocacy: The Parent Professional Team by L. Hinman and P. Reynolds, CIU 10, AE 3025-762.***
- ***Computer Connections by C. Molek, TIU Adult Education & Job Training Center, AE 3025-746.***
- ***Teaching Patterns of Literacy through Modeling by C. Goertzel, S. Harrill & D. Gordon, LSH Women's Program, AE 2100-78***
- ***Study Skills for Single Parents by J. Davis & S. Webster, CIU 10, AE 3025-792.***
- ***Read With Me by M. Welliver & C. Miller, State College Area SD, AE 2100-81.***

Honorable Mention

Family Literacy Institute

The final report submitted by this project has many uses at local, regional, or state level.

First and foremost, the framework can serve as a model for any project director planning, hosting, and reporting on a large ABLE conference organized around a single issue. All the pieces are there, from correspondence, to program schedule, to stipend requests, and evaluation forms — and they are in apple-pie order.

Secondly, the information provided about resource specialists in the area of Family Literacy would be helpful to any ABLE programs seeking assistance in this area. Included are brief descriptions of the 13 workshops sessions offered, each presenter's credentials, and a summary of evaluations of the overall workshop and each individual sessions.

There is also an excellent resource listing of books, videos, pamphlets, and catalogs dealing with family literacy.

BEST COPY AVAILABLE

I ONLY FEAR WHAT I CANNOT SEE

Developed by Cynthia Garrett, Adult Literacy Center of the Lehigh Valley, 530 Hamilton St., Allentown, PA 18101. Telephone: (215) 435-9600. FY 1993-1995 $12,582 AE 3025-940

The Impact of the Americans With Disabilities Act (ADA)

Title III of the ADA requires ABLE providers to make reasonable changes in practices to serve disabled students and to provide these learners with *auxiliary aides* so they can achieve the same results from an adult education program as a student without a disability. **Are you prepared to serve visually impaired adults?**

- In Pennsylvania, 90% of the 24,000 people served yearly by the PA Association for the Visually Handicapped have some usable vision.
- Visually-impaired adults may prefer to attend ABLE classes where they can use their remaining vision to improve their basic skills rather than programs for the blind where they must first learn to use their other senses in order to take in information.

The handbook, *I Only Fear What I Cannot See*, is designed to help ABLE providers identify the specific needs of visually impaired learners and develop partnerships with government and private organizations that will enable them to adapt their existing program to accommodate this population at little or no cost.

Handbook Components

Part I of the Handbook identifies the population to be served and the responsibilities mandated by ADA. It consists of five sections:

- *case history describing a visually handicapped student seeking his GED*
- *discussion of the impact of the ADA on adult education providers*
- *description of visually handicapped individuals who will require help from ABLE programs*
- *explanation of terms specific to visual handicaps*
- *overview of eye conditions which result in vision loss and the effect the eye condition has on the individual's remaining vision.*

Part II discusses how the visually handicapped adult can be served in existing adult education programs. It consists of the following units:

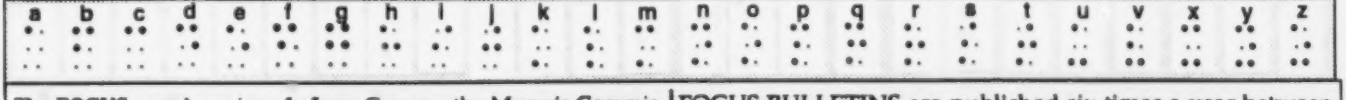
- *adaptations which can easily be made to current teaching materials and methods to accomodate the visually impaired adult.*
- *materials which can be used to assess the needs of visually impaired students who are aware of their handicap*
- *unit designed to increase the teacher's ability to detect possible vision problems*
- *description of partnerships between government agencies, local organizations, and adult education providers to obtain equipment, materials, and support services for these students*
- *bibliography and an appendix containing different size prints, a Braille alphabet, and a sample of an enlarged object using different powered magnifiers.*

FOCUS Rating ✱✱✱✱

This project was rated EXCELLENT across the board by the Focus Panel who commended its simple format and concrete ideas. **A previous exemplary project on this subject is:**

- ***1991 Deaf Adult Literacy Tutor Handbook, by Gail Bober & L. Rosenthal, PA School for the Deaf, AE 3025-750.***

This guide enlarges our understanding about deafness, and details instructional strategies and specific techniques that can be used to tutor hearing-impaired adults.



The FOCUS panel consists of: **Ione Graves,** the Mayor's Commission on Literacy; **Carol Goertzel,** Philadelphia Housgin Aduthority, **Edie Gordon,** CIU 10 Adult Development Center; **Cheryl Harmon,** PDE AdvancE; **Joan Leopold,** Harrisburg State Hospital; **Carol Molek,** TIU Adult Education and Job Training Center; **Beverly Smith,** Catholic Charities; **Paul Weiss,**Greater Pittsburgh Literacy Council and **Sherry Royce,** Focus Editor.

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Pennsylvania Adult Basic and Literacy Education

FOCUS on Literacy

This Month:

CURRICULUM DEVELOPMENT

December 1993, Volume 8, Number 2 Sherry Royce, Editor

IN THIS ISSUE

- *Newsletter Promoting Student Learning* *page 2*
- *GED Math Teachers Guide for Non-Math Teachers* *page 3*
- *Freebies for ABLE* *page 3*
- *On the Write Track: Emerging Voices Anthology* *page 4*

The special projects featured in FOCUS were funded by the Bureau of Adult Basic and Literacy Education (ABLE), Pennsylvania Department of Education (PDE) and rated according to the following criteria

EFFECTIVENESS:

- Objectives and outcomes are clearly stated;
- Materials are linked to results;
- Content is appropriate for the target audience.

INNOVATION:

- Addresses major priorities,
- Creative use of resources.

ADAPTABILITY:

- Reports and/or curricula are clearly written.
- Little staff training is needed.

On a five point scale, the highest rating attainable is Excellent. Superior is (4) and Good (3). Projects may be borrowed from AdvancE, 11th Floor, PDE, 333 Market Street, Harrisburg, PA 17126-0333. Telephone: (800) 992-2283. Out-of-state Telephone: (717) 783-9541. When writing AdvancE, please refer to each project requested by its AE number.

COMPUTER ASSISTED EVERYDAY BASIC SKILLS

Developed by Dr. Barbara Woodruff & Carol Molek, TIU Adult Education & Job Training Center, 1 Belle Ave., Lewistown, PA 17044. FY 1992-93. $18,000. AE 3025-852.

A Self-Paced Curriculum

Last year, TIU staff developed the exemplary special project, *Everyday Basic Skills*. This eight-module curriculum was designed to serve as a comprehensive life skills course for adult learners reading at fourth to eighth grade level. This year, TIU staff redesigned this highly structured curriculum adding four more units and developing computer assisted instruction (CAI) for each module.

The new CAI component allows adult learners to work at their own pace, and enables instructors to develop an individualized flexible program of instruction that better meets participants' needs.

Field Testing the Curriculum

Two adult student peer trainers provided hands-on assistance to the 34 participants who field tested the curriculum as it was being developed. The participants were mainly women with children who functioned academically at a high literacy through GED level, but who were deficient in basic life skills.

Curriculum Units

The CAI basic skills curriculum includes the following modules:

- *Computer Literacy*
- *Everyday Math*
- *Everyday English*
- *Basic Skills (an assessment of self concept, motivation, learning styles, study methods, and thinking patterns)*
- *Everyday Social Skills (guidelines for attendance, waiting on customers, answering the phone, evaluating your appearance, handling a disagreement, responding to criticism, and developing problem solving techniques)*
- *Employability Skills*
- *Life Skills (identifying personality traits, practicing decision making, understanding basic needs, time management strategies, and using credit)*
- *Teen-Parent Life Skills*
- *First Step (Parenting)*
- *Sex Equity/Non-Traditional Occupations*
- *Civics: Local Government.*
- *Laws and Legal Issues (computer software related to civics at the local government level and laws and issues specific to Pennsylvania)*
- *Step Up (advanced level computer-enhanced basic skills for students who require additional preparation in order to enter post-high school education)*

Curriculum Format

The curriculum format includes: the skill being taught, an assessment of skill development; the material recommended; teaching strategies and specific techniques. Each individual lesson plan is cross referenced to the appropriate student handout, suggested texts, and computer software.

continued on page 2

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Newsletter Promoting Student Learning And Student Community

Developed by Amelia Belardo-Cox, Meg Keeley, and Daryl Gordon, Lutheran Settlement House Women's Program, 1340 Frankford Ave., Philadelphia, PA 19125. Telephone (215) 426-8610. FY 1992-93. $5,000. AE 3025-885.

Improving Communication

As a means of improving adult students' communication skills and encouraging them to share their diverse culture and backgrounds, staff at the LSH Women's Program initiated a student-centered newsletter project. During FY 1992-93, three newsletters were produced. Ninety adult learners contributed individual articles and many other students participated in group writing projects.

A Student-Guided Effort

Students and teachers worked together to write, produce, and evaluate the newsletter. The project was announced to classes in September and they competed in naming the newsletter. A pre-GED class came up with the winning title, ***Never Too Late.***

A different ABE or GED class served as the editorial committee for each of the three issues. The first editorial committee established a list of guidelines, entitled ***What Makes Writing Good.*** These guidelines were used to select articles for inclusion in the newsletter. The editorial committee also proposed titles for the pieces and, when needed, provided the author with suggestions for improvement.

Newsletter Topics

Each issue had a central theme, although a variety of topics reflective of student interests were included. The December issue discussed the rewards and problems inherent in returning to school as an adult. In addition to a Dear Abby section, it included :

- *a profile of two tutors*
- *a story about LSH's 1993 Success Stories winner, Victoria Franklin*
- *a letter to President Clinton from an ABE class located in a shelter*

The March issue of the newsletter published President Clinton's reply. Its theme was Black History and Women's History Month and it featured articles on raising children, and domestic violence. The June issue contained articles written by different ABE and GED classes about their accomplishments.

Never Too Late

The Newsletter of the LSH Women's Program Education Unit

Project Results

This project paid off for the entire LSH community. It provided students with the opportunity and motivation to increase both their writing skills and their leadership skills. Surveys revealed that even those students who did not participate directly in the publication, read all or some of the newsletter. They commented positively on the issues raised, and suggested topics to be included.

FOCUS RATING:

This project was rated **SUPERIOR** for Innovation and **SUPERIOR +** for Effectiveness and Adaptability. Panel members commended the use of the newsletter as a tool to enhance critical thinking skills. They praised the project's promotion of community interaction and its ability to build student self esteem and leadership qualities.

Computer-Assisted Everyday Basic Skills continued from page 1

PROGRAM ALERT!

The software developed for the Civics and legal issues units is only accessible on Macintosh computers containing the commercial software program, Hypercard! However, the lesson plans for each module are not computer dependent; printed handouts are included; and the entire package can be adapted and revised to suit ABLE programs that are not computer-oriented.

FOCUS RATING:

Rated **EXCELLENT** for Innovation and **SUPERIOR** for Effectiveness and Adaptability, panel members noted these weaknesses and strengths.

WEAKNESSES

- cost of implementation is high
- software is not readily accessible
- Civics unit can only be used on a MacIntosh (Hypercard) computer.

STRENGTHS

- easily adaptable in whole or part
- excellent bibliography
- great unit on civics
- printed handouts are included

This project would certainly enhance any ABE/GED/ESL program even if the software is not available..

★★★ PAST WINNERS ★★★

The March '93 FOCUS highlighted exemplary curriculum projects. The first two projects listed are forerunners of this year's winners: :

- ***Unheard Voices by J. Corse & S. Strunk, Adult Enrichment Center - AE# 3025-797.***
- ***Everyday Basic Skills by C. Molek, TIU Adult Ed & Job Training Center - AE# 3025-758.***
- ***International Booklet of Idioms & Recipes by K. Hawk, Fayette Co. Community Action Agency - AE# 3025-767.***
- ***Silent No More by C. Goertzel, M. Keeley, C. Voss, LSH Women's Program - AE # 3025-791***
- ***National Issues Forum in an ABE Setting by C. Molek, TIU Adult Ed & Job Training Center - AE# 3025-773.***

FREEBIES FOR ABLE

Developed by Tana Reiff, New Educational Projects, Inc., PO Box 182, Lancaster, PA 17608. Tel: (717) 299-6912. FY 1992-93. $10,950. AE 3025-868.

Sources for the Resources

Materials listed in this 34-page catalog were identified and evaluated by the project director as available to the general public and suitable for adult learners. Most of the materials come from human service agencies, public and private organizations, and adult education clearinghouses. Suggestions on how to track down additional sources of free curriculum-relevant ABLE materials are provided.

Contents of the Booklet

Each item listed contains the title and a description of the material(s); the publication date; a reading level; limitations on ordering; method of ordering preferred; source address and a telephone number, when available. Resources are classified as:

Education and Jobs

English as a Second Language

Family Life/Literacy

Government & Law

Health & Home

Numeracy

Science & Nature

Professional Materials

The number of resources in each category is limited due to a low response (25%) from the 200 public and private agencies and organizations surveyed. Furthermore, the ESL materials listed as provided by AdvancE have all been distributed.

The booklet also provides a series of common sense suggestions for using materials that are not designed for classroom use.

FOCUS RATING:

FOCUS panel members rated this project **EXCELLENT** for Innovation and Adaptability, and **SUPERIOR** for Effectiveness.

Noting that this *handy, easy-to-read catalog* not only lists a wide range of available resources but also advises practitioners on how to seek out their own *real-life* curriculum materials, they recommended that ***Freebies for ABLE*** *be done again on a larger scale.*

GED MATH TEACHER'S GUIDE FOR NON-MATH TEACHERS

Developed by Kathy Kline, Chester County OIC, Inc. 125 S Penn St., West Chester, PA. 19380. Telephone for K. Kline: (215) 971-8518. FY 1992-93. $5,000. AE 3025-850.

Overcoming Math Anxiety

The increased difficulty of the math section in the new GED test has resulted in some measure of math anxiety on the part of GED teachers and tutors as well as adult students. This project surveyed ABLE staff in Pennsylvania in order to identify which math topics practitioners found most difficult to teach.

In response to the results of the survey, project staff developed *The GED Mathematics Teacher's Guide for Non-Math Teachers*, a manual which presents teaching strategies designed to relate algebra and geometry GED topics to general math.

Format of the Manual

Fifteen math concepts are addressed in this 50-page manual. Each lesson describes the teaching materials needed, identifies the math skills addressed, and indicates the ABE or GED level appropriate.

Emphasis is placed on explaining and demonstrating the conceptual framework for such topics as number lines and inequalities. Teaching strategies are hands-on, whenever possible, and provide concrete and familiar ways to communicate these abstract concepts to adult learners. For example, rulers and thermometers are suggested as excellent visual aids in presenting number line concepts. Topics include:

- *number line*
- *adding, subtracting, multiplying, and dividing signed numbers*
- *order of operations*
- *adding, subtracting, multiplying, and dividing monomials*
- *exponential notation*
- *solving equations*
- *inequalities*
- *writing equations*
- *multiplying binomials*
- *proportions*
- *angles*
- *Pythagorean theorem*
- *coordinate geometry*

FOCUS RATING:

This Guide was rated **SUPERIOR +** for Innovation and Adaptability and **SUPERIOR** for Effectiveness. The easy to follow, well-organized lesson plans can be used independently. A great resource guide — it is not a be all and end all. Much patience needs to be exercised when using this guide with students.

Honorable Mention

LD Materials Included in the Final Report of the ADULTS WITH LEARNING DISABILITIES Summer Institute

The packet of booklets and bibliographies that the PSU Institute for the Study of Adult Literacy included with their final report on the Adults with Learning Disabilities Institute is an excellent resource. You can preview them by asking AdvancE for AE 3025-844 or order them directly, as follows:

Available from the LD Assoc. of Canada, 323 Chapel St. STE-200, Ottawa, Ontario KIN 7Z2, Canada TEL: (613) 238-5721 FAX: (613) 235-5391

- *Literacy & Learning Disabilities*
- *Adults with Learning Disabilities*
- *List of Publications: LD Assoc. of Canada*

Available from ERIC Clearinghouse on Adult, Career & Vocational Education, 1900 Kenny Rd., Columbus, OH 43210-1090.

- *List of ERIC Digests*
- *Digest # 99 on Teaching Adults with Learning Disabilities*
- *ED 285354 Academic Assessment & Remediation of Adults with Learning Disabilities*
- *ED 285355 Assessment and Remediation of Written Language*

Available from LD Assoc. of America, 4156 Library Rd, Pittsburgh, Pa 15234.

- *List of Publications: LD Assoc. of America*
- *LDA Newsbriefs published 6 times a year*

ON THE WRITE TRACK

EMERGING VOICES: AN ADULT EDUCATION ANTHOLOGY

Developed by Sandra Strunk, Adult Enrichment Center of LLIU 13, 31 S Duke St, Lancaster, PA 17602. Telephone: (717) 293-9639. FY 1992-93. $5000. AE# **3025-887**

Adult Learners' Voices

This project provides a statewide vehicle for the publication of ABLE students' writing. It was based on a FY 1991-92 special project, *Unheard Voices (AE # 3025-797)*, which piloted a creative writing curriculum for adult learners and published a booklet featuring the results of student efforts. Unlike *Unheard Voices*, adult learner submissions to *Emerging Voices* are not tied to a specific writing approach.

Project Procedures

Between August 1992 and March 1993, exemplary poems, like *The American Way*, comments, letters, autobiographical writings, and short stories were submitted to project staff by 152 students from 15 ABLE programs throughout Pennsylvania.

An editorial board was established to decide which selections would be included in the anthology. While selection was made based on the quality of the writing, the board determined that:

- *every effort should be made to preserve the texture and integrity of the adult student's original writing*
- *the anthology should portray the varied levels and abilities of adult students across the state.*
- *at least one piece submitted by each of the students should be included in the anthology.*

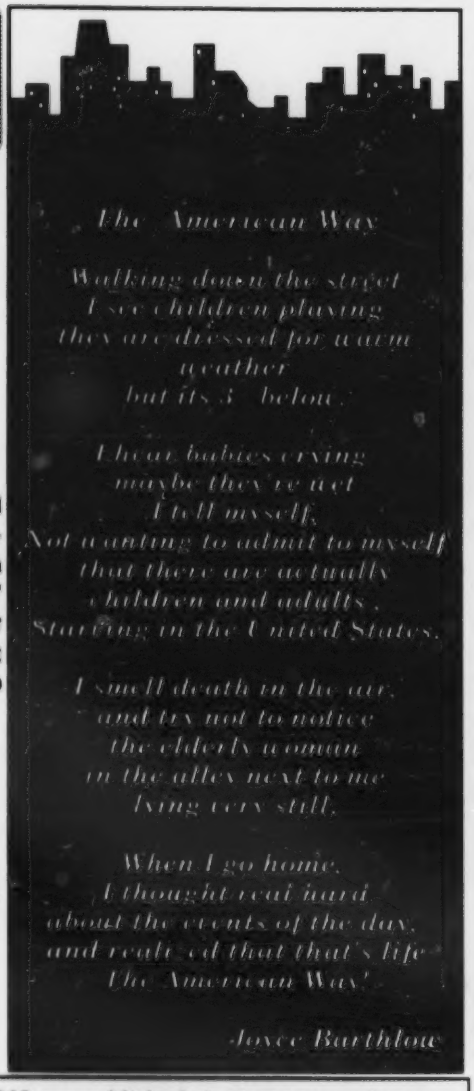
Everyone Benefits

For the student writer, *Emerging Voices* validates his or her unique perspective and experience. For student readers, *Emerging Voices* offers a realistic text which portrays the diversity of the adult learners' world. For practitioners, *Emerging Voices* offers a glimpse into the lives of adult learners; thus, improving their ability to meet their students' educational needs.

FOCUS RATING

Rated **SUPERIOR +** across the board. Focus panelists noted :

This project identifies and meets a real need. It deserves continued funding. Unfortunately, limited funds and high publication costs made it necessary for the editors to use very small type, which makes the anthology appear cluttered.



The American Way

Walking down the street
I see children playing
they are dressed for warm
weather
but it's 3° below.

I hear babies crying
maybe they're wet
I tell myself,
Not wanting to admit to myself
that there are actually
children and adults
Starving in the United States.

I smell death in the air,
and try not to notice
the elderly woman
in the alley next to me
lying very still.

When I go home,
I thought real hard
about the events of the day,
and realized that that's life
The American Way.

Joyce Barthlow

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Pennsylvania Adult Basic and Literacy Education

FOCUS on Literacy

This Month:

ESL LIFE SKILLS CURRICULUM

January 1994, Volume 8, Number 3

Sherry Royce, Editor

IN THIS ISSUE

- *EXPLORING CULTURE MANUAL* page 2
- *ELM BRANCHES OUT* page 3
- *WHAT DOES THAT MEAN? An Introduction to American Idioms* page 4

Special projects featured in FOCUS were funded by the Bureau of Adult Basic and Literacy Education (ABLE), Pennsylvania Department of Education (PDE) and rated according to the following criteria

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On a five point scale, the highest rating attainable is Excellent. Superior is (4) and Good (3). Projects may be borrowed from AdvancE, 11th Floor, PDE, 333 Market Street, Harrisburg, PA 17126-0333. Telephone: (800) 992-2283. Out-of-state Telephone: (717) 783-9541. When writing AdvancE, please refer to each project requested by its AE number.

Learning Nutrition from a Multi-Cultural Perspective

FOOD FOR THE BODY AND MIND

Developed by Cameron Voss, Lutheran Settlement House Women's Program, 1340 Frankford Ave., Philadelphia, PA 19125. Telephone: (215) 426-8610. FY 1992-93. $21,894. AE 3025-875.

One Project — Many Goals

Food for the Mind and Body, a 125-page curriculum manual, was developed through research into nutrition issues and field testing with adult education classes. It focuses on the selection and preparation of food that is nutritious, economical, and multicultural.

The first goal was to provide adult learners with information that will enable them to make sound judgments about which foods are necessary to maintain healthy bodies. The second goal was to encourage students to share information about the traditional ethnic foods their families prepare and to devise more healthful ways to prepare them.

The road to empowerment begins with a few small steps. ABLE students who take control of their diets and experience improved health and appearance may be encouraged to explore additional ways to take charge of their lives.

Curriculum Format

The manual is designed to be used by ABLE students reading at least at a 4th grade level. While it is possible to use individual chapters on their own, sequential study will allow concepts developed in earlier chapters to support information presented later. If a kitchen is available at your site, your class can learn a great deal by reading recipes, following directions, measuring ingredients, and cooking together.

Each chapter combines stories written by students and staff about their personal health problems and food preferences with a narrative that presents important facts about the body and nutrition. Also included are questions for discussion, suggested activities, and writing exercises. Chapters include:

- ***Food And Body***
  An explanation of the digestive process, information about common diseases, and a discussion of the WIC program.
- ***Why Do We Need Food?***
  A rundown of food nutrients , their source and function, and information about a balanced diet accompanied by an illustration of the new food pyramid.
- ***Choosing Food***
  Economical shopping tips, nutritional shopping tips, multi-cultural food, cooking at home and eating out are discussed in this chapter.

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continued on page 2

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EXPLORING CULTURE MANUAL

Definition of Culture:

the customs, experience, knowledge, and traditions of a given people.

Developed by Jo Ann Weinberger, Rose Brandt, and Catherine DeLong Smith, Center for Literacy, Inc. 636 South 48th St., Philadelphia, PA 19143. Telephone: (215) 474-1235. FY 1992-93. $$26,095. AE 3025-864

Who Are We?

This project encouraged adult learners at the Center For Literacy to identify themselves as a group, to explore the culture of their group, and to decide how to document that culture and communicate it to others.

The following questions were asked to develop a set of generative themes for exploring culture in literacy, ABE, and ESL classes:

- *Who are we?*
- *Who are we as a community?*
- *What is our neighborhood? Is it an area of the city, or a particular place, such as a family shelter?*
- *Who are we as a class? Who have we become as a class in the time that we have been together?*

As classes pondered these questions, ten cultural themes emerged. Students identified themselves as:

- West Philadelphians
- the Homeless
- those in Recovery
- Black Women
- Grandmother, mother, daughter, and sisters
- Dreamers
- Math Learners
- Learners of English
- Computer Users
- Workers

Exploring Cultural Themes

Questions were developed specific to the 10 identified themes and piloted with 152 learners in 10 classes. Learners used their knowledge of their own culture to answer these questions.

The final report includes the list of questions specific to each selected theme that were used to develop the curriculum. The class-created materials include class descriptions, lists, poetry, autobiographical sketches, journal entries, short essays, letters of advice, and class mottoes.

My Family

It was hard raising eight children. My husband died when my youngest daughter was seven. That meant one person raising a family of eight. It wasn't easy but it was an experience of joy and sometimes sorrow.

My family has been with me through the good times and the bad. As each child finished school, they got a job and helped me with the next child to see that they had the things they needed.

Some went to the service. Others went to college and some got on drugs. But the good Lord answered my prayers and they are all well except one. We are still praying for him to get his life together.

Marilyn L.

They identified additional information they needed to collect to better understand their culture, to define it for others, and to document it by:

1. **Group brainstorming**
2. **Writing about personal experiences**
3. **Keeping journals to record progress in knowledge**
4. **Conducting research and documenting new information**

Curriculum Format

The materials were compiled into 10 cultural packets. An individual lesson plan was developed for each of the modules. It contains a statement of goals, materials to be used, and suggested activities. These activities include questions for pre-reading discussions, and suggestions for individual and class writing.

The process and packets were then field-tested with an additional 188 learners in 16 classes. The packets were revised based on the field tests and the final curriculum manual was compiled.

FOCUS RATING:

The project was rated **EXCELLENT** for Innovation and **SUPERIOR +** for Effectiveness and Adaptability. While noting that *culture is* very broadly defined, panel members cited the following strengths:

- ✓ **Lesson plans are easy to follow**
- ✓ **Teacher-friendly curriculum manual**
- ✓ **Builds student self- esteem**
- ✓ **Encourages critical thinking**
- ✓ **Encourages written expression**
- ✓ **Adaptable for ABE as well as ESL**
- ✓ **Adaptable to small as well as large groups.**

An excellent project with universal qualities.

★★ RELATED PROJECTS ★★

ELM Branches Out is a revision and expansion of **ELM (English Language Matrix)**, an Integrated Language and Life Skill Competency Based Curriculum, produced in FY1990-91. It provides ESL practitioners with a compentency-based matrix to guide curriculum development, assess student competence, and assist in the selection of instructional materials.

Contact Judy Rance Roney, ESL Director, Lehigh University, 33 Coppee Drive, Rm 302, Bethlehem, PA 18015-4732. Telephone: (610) 748-6099.

Cultural Literacy Handbook, 98-2015, FY1991-92, $8,079. Contact Ellen McDevitt, South Hills Literacy Improvement Center, 301 Church St., Bethel Park, PA. 15102. Telephone: (412) 854-8433.

This project surveyed literacy students in Allegheny County (both foreign born and native Americans) to determine the most commonly misinterpreted words, terms, and phrases in the workplace and in a social setting, and produced a handbook based upon their findings.

★★★ PAST WINNERS ★★★

Previous outstanding Special Projects produced by Pennsylvania in the area of ESL and Life Skills include :

- ***1990 ESL: Reading in a Skills Curriculum by J. Rance Roney & B. Martin, Lehigh University.***
  AE 3025-627

A 10-chapter intermediate-level text featuring a whole language approach to ESL is the centerpiece of a research report on ESL learners' reading needs. It discusses their goals, cultural perspectives, and learning styles, and provides relevant text and exercises.

- ***1984 Teaching Literacy Through an Oral Tradition by C. Goertzel, LSH Women's Program.***
  AE 3025-362

Themes that emerged from discussion of students' family histories and traditions were used as a basis for stories, plays and poems. Staff wrote language arts, geography, and math exercises to accompany the stories.

ELM Branches Out

Developed by Eleanora Bell & Twila Evans, Northampton Community College, 3835 Green Pond Road, Bethlehem, PA 18017. Telephone: (610) 861-5427. FY 1992-93. $16,277. AE 3025-861.

For Experienced ESL Teachers

ELM Branches Out is a massive, masterful, comprehensive, compentency-based ESL curriculum that integrates academic and life skills. It is a **must for experienced ESL teachers but** will intimidate novices. The ***Mainstream English Language Training Project (MELT) Resource Package*** provides the foundation for ***ELM.*** It describes Student Performance Levels, a core curriculum, and the Basic English Skills Test (B.E.S.T.) score placement ranges.

Curriculum Format

The *ELM* curriculum is divided into seven levels of life skills and employment competencies. Each competency reflects a demonstrated ability to successfully perform a language task that addresses real life needs. There is also a zero level for those learners unfamiliar with the Roman alphabet or illiterate in their native language.

Each level or module includes a unit on vocabulary and grammar plus 10 thematic units that deal with:

- *personal information*
- *describing*
- *relationships*
- *health*
- *shopping*
- *environment*
- *money/banking*
- *transportation/directions*
- *occupations/employment*
- *community services.*

For Active Learners

The *ELM* curriculum encourages learners and instructors to explore and negotiate a a variety of needs, materials, processes, and methods. The multimodality of suggested methods and materials takes into account the broad spectrum of individual styles for both the teacher and student and adresses students' sensory, auditory, visual, or kinesthetic preferences.

Suggested Resources

Over 400 texts were reviewed before selections were made as to the resources listed in each unit. Suggestions are also given for teacher and/or student-made materials and community resources. There is a 148-page index of grammatical structures and a 30-page bibliography.

FOCUS RATING

This project was rated **EXCELLENT** for Innovation and **SUPERIOR** for Adaptability. The project received only a **FAIR** for Effectiveness, since it lacked a final report documenting the evaluation and the process. Panel members recommended **training as essential** for teachers and tutors new to ESL.

Food for the Mind and Body continued from page 1

- ***Decision Making***
  This chapter covers Food Fads, provides guidelines for good nutrition, and answers the question Why Do We *Not* Eat?

Food for the Mind and Body contains 27 multi-cultural recipes ranging from *Hoppin' John: Black-Eyed Peas and Rice* to *Rice Arroz can Carne* (Corned Beef Rice) and *Jewish Apple Cake.*

A Bibliography of Reference Materials, a listing of Health Organization, and Notes for Teachers is also included.

FOCUS RATING

This project earned a **SUPERIOR +** across the board. Strengths noted by the FOCUS panel were its comprehensive curriculum (including recipes), inclusion of students personal experiences, and its emphasis on writing.

Some concern was raised as to whether it might be too difficult for adult learners reading at 4-5th grade level.

WHAT DOES IT MEAN?

AN INTRODUCTION TO AMERICAN IDIOMS

A Professional ESL Video

Developed by Ellen McDevitt, South Hills Literacy Improvement Center, 301 Church St. Bethel Park, PA 15102, Telephone: (412) 854-8433. FY 1992-93. $17, 533. AE# **3025-893.**

This project set out to create a video to be used with the *Cultural Literacy Handbook*, an illustrated guide to 110 American idioms that was produced by the South Hills Improvement Center in FY 1991-92 (See page 3). This video, written by Ellen McDevitt, contains 25 dramatic vignettes using 25 idioms. It is supported by an illustrated facilitator's handbook and adult student workbook. The project also includes a final report and the script of the video.

The Research Phase

A questionnaire containing 50 assorted idioms was administered to ESL students in literacy programs in Chester, Erie, and Allegheny counties. Students were asked to write out what they thought the idioms meant.

The Curriculum Format

After reviewing the answers, 25 idioms were selected and a script was written for the video dealing with each idiom in the following manner:

- ***the correct use of the idiom was be dramatized in a scene***
- ***a literal interpretations of the idiom was dramatized***
- ***a narrator explained the actual meaning of the idiom.***

The video contains *stop time* — the classroom teacher or tutor is instructed to stop the tape and engage the students in a discussion of the point illustrated.

Two handbooks were created to accompany the video. The first, a teacher's handbook, provides 25 lesson plans, including an introduction, conversation and role playing suggestions, and pattern drills for students and teachers to use in small group situations. The students' manual , while similar in content, provides additional space for students to record their own responses to role playing situations.

A Truly Professional Video

This project, unlike most attempts at video production by ABLE practitioners, is highly professional. Development Dimensions International, Inc. (DDI), a producer of training materials, had originally agreed to look over the script and provide technical assistance.

Thanks to the interest of Ric Anthony of DDI, Paul McCollough, a professional video director and producer agreed to do freelance work for a greatly reduced fee. The resulting video is obviously professionally done, with sound effects, video effects, original music, and professional actors and actresses.

A Hearing-Impaired Version

Because of the involvement of these professionals it was possible to produce a special version of this video for the hearing impaired who also have problems with idioms. An interpreter, who uses American Sign Language to translate the video for the hearing impaired, is featured in a window insert in the ESL video.

FOCUS RATING:

This project was rated **EXCELLENT** for Innovation and **SUPERIOR +** for Adaptability. A **GOOD** for Effectivenes was given because despite its obvious merit, no concrete evaluation was done. Panel members suggested that students be encouraged to laugh at the video and use the handbook for serious study. Staff training is **definitely** needed to carry it out successfully.

The FOCUS panel consists of: **Ione Graves,** the Mayor's Commission on Literacy; **Carol Goertzel,** Philadelphia Housing Authority, **Edie Gordon,** CIU 10 Adult Development Center; **Cheryl Harmon,** PDE AdvancE; **Joan Leopold,** Harrisburg State Hospital; **Carol Molek,** TIU Adult Education and Job Training Center; **Beverly Smith,** Catholic Charities; **Paul Weiss, Greater** Pittsburgh Literacy Council and **Sherry Royce,** Focus Editor.

FOCUS BULLETINS are published six times a year between November and May. Requests to be placed on the mailing list may be addressed to Sherry Royce, Focus Editor, at the address below, or by calling (717) 569-1663. Inquiries about projects should go to Cheryl Harmon, AdvancE, 11th Fl, PDE, 333 Market St, Harrisburg, PA 17126-0333. Telephone: (800) 992-2283. Out-of-state telephone: (717) 783-9541.

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Pennsylvania Adult Basic and Literacy Education

FOCUS on Literacy

This Month:

COUNSELING

February 1994, Volume 8, Number 4 Sherry Royce, Editor

IN THIS ISSUE

- *CONFLICT RESOLUTION MODEL* *page 2*
- *SENIORS: Current Events And Consumer Awareness* *page 3*
- *AA-NA STUDENT - TUTOR TRAINING* *page 3*
- *COUNSELING AND COMMUNICATIONS* *page 4*

The special projects featured in FOCUS were funded by the Bureau of Adult Basic and Literacy Education (ABLE), Pennsylvania Department of Education (PDE) and rated according to the following criteria

EFFECTIVENESS:

- Objectives and outcomes are clearly stated;
- Materials are linked to results;
- Content is appropriate for the target audience.

INNOVATION:

- Addresses major priorities,
- Creative use of resources.

ADAPTABILITY:

- Reports and/or curricula are clearly written.
- Little staff training is needed.

On a five point scale, the highest rating attainable is Excellent. Superior is (4) and Good (3). Projects may be borrowed from AdvancE, 11th Floor, PDE, 333 Market Street, Harrisburg, PA 17126-0333. Tel: (800) 992-2283. Out-of-state Tel: (717) 783-9541. When writing AdvancE, please refer to each project requested by its AE number.

STUDENT LEGAL ISSUES

Developed by Carol Molek, TIU Adult Ed & Job Training Center, 1 Belle Ave. #50, Lewistown, PA 17044-2435. Telephone: (717) 248-4942. FY 1992-93. $13, 500. AE 3025-924.

Everyday Legal Issues

ABLE students must deal with a wide variety of legal issues that impact directly upon their lives. Too often, especially in rural areas, professional legal assistance is inaccessible. This project secured funding from PDE and from Keystone Legal Services to train ABLE staff to work constructively with students on such issues as housing, public benefits, health matters, consumer, employment, and family law.

The final report provides a description of the process, the sessions, the evaluation, and over 100 pages of training materials, suitable for use by ABLE practitioners and students

Staff Training

Over thirty ABLE staff members from six counties in central Pennsylvania attended six three-hour workshops. Four attorneys from Keystone Legal Services trained practitioners to address legal issues and determine when and how to make referrals, and to identify areas where students could help themselves.

As a result of this training, staff will be able to empower adult students in new ways. Another consequence of this project is that a strong link was forged between ABLE staff and Keystone Legal Services. Now TIU Center staff receive *Keynotes*, the Keystone quarterly newsletter, and are kept informed of new legislation that affects ABLE students.

Student Workshops

Three workshops were presented for 60 students on the topics of public benefits, family law, and housing issues. Materials were written at or below the 6th grade level and are included in the final report. The following is a sampling of the subjects covered and the information provided:

- *hospital discharge rights*
- *how to make a good first impression in court*
- *PHEAA and Guaranteed Student Loans*
- *Custody Law: Parents vs. Parents*
- *What are the acts that constitute abuse under the law?*
- *Mobile Home Park Rights Act*
- *Sample notice letter (for tenants)*

FOCUS RATING: ★★★★

This project was rated **EXCELLENT** in every category. Panel members noted its strengths as:

- ✓ **Information provided is relevant and meaningful for student learners.**
- ✓ **Reproducible materials are very helpful**
- ✓ **Workshop evaluation summaries are very useful**
- ✓ **Used additional funding to train students**

This project recognizes that adult learners have problems other than literacy. ***It is a significant addition to the field.***

FOCUS is a PDE Adult Education Staff Development Project. However, the opinions expressed herein do not necessarily reflect the position of the Pennsylvania Department of Education nor the United States Department of Education and no official endorsement should be inferred.

CONFLICT RESOLUTION SKILLS

Developed by Monty Wilson and Vanessa Watson-Martinez. The Center for Literacy, Inc. 636 S 48th St., Philadelphia, PA 19142. Tel: (215) 474-1235. FY 1992-93. $10,463. AE 3025-854.

Seeing Conflict in a Positive Way

Adult learners with limited literacy skills tend to bring their everyday problems to class with them. They look for help from teachers and tutors they trust. Programs sensitive to these special needs often provide counseling training for ABLE staff. This project sought to empower adult learners by developing a student-oriented conflict resolution model.

> The instruction presented the resolution of conflict as a process of learning and growing.

Low reading level conflict resolution materials were developed and piloted in community, family, and work-related classes with literacy, ABE, and ESL language students. When the model was first tested, instruction based on these materials was provided in a workshop format. It did not work.

Based on the reaction of learners, the emphasis was switched from reading about conflict resolution to focusing on conflict in learner's everyday lives. Learners were then helped to apply conflict resolution theory and techniques to these situations.

Project Products

In addition to a final report which details the project's goals, objectives, process, activities, evaluations, and conclusions, there is a revised *Learner's Handbook* and an *Instructor's Resource Manual*. The 32-page *Learner's Handbook* provides materials for activities in each of the three workshops:

1. ***Arguing*** *— This unit examines some of the hidden causes of arguments, such as feelings, misunderstandings, and disagreements over issues.*
2. *This unit explores individual conflicts and suggests* ***Five Basic Principles of Conflict Resolution*** *including taking responsibility for feelings. It also details* ***11 Steps to Conflict Resolution,*** *such as: Making a date to discuss the conflict; Stating your problem and your desire clearly, and What to do if the conflict cannot be resolved.*
3. *This unit deals with group conflicts and describes how* ***The Five Basic Principles Of Conflict Resolution*** *can be applied in group situations.*

The Instructor's Resource Book

The instructional model includes a bibliography, and an overview, outline, description of activities, and handouts for each workshop. A detailed description of the structural framework explains that each workshop is divided into the following four areas:

- **Preview** is the discussion of what conflict resolution is and the skills and ideas involved in it.
- **Skill Development** uses activities to begin practicing four specific conflict resolution skills.
- **Sharing and Modeling** adapts these skills to the real world by helping learners explore how these skills look and feel, and how they apply to learner's lives.
- **Closure and Evaluation** summarizes the skills and beliefs developed in each workshop and helps learners wind down after discussing a hot topic.

FOCUS RATING:

This project received an **Excellent** for Innovation; a **Superior+** for Effectiveness and **Good +** for Adaptability. Panel members cited the following project strengths:

- ✓ ***learner-driven lessons***
- ✓ ***challenging subject matter***
- ✓ ***handles a difficult problem in a sensitive and appropriate way.***
- ✓ ***adaptable to a wide range of conflicts***
- ✓ ***evaluation includes authentic student endorsements.***
- ✓ ***relevant to all ABLE students***

A word of advice: Trained staff is essential if you hope to adapt this project.

★★★ PAST WINNERS ★★★

Seniors: Current Events and Consumer Awareness is a followup to ***Senior Life Skills: Financial Management,*** an exemplary 353 project developed n 1991-92 by the TIU Adult Education and Job Training Center. This project, **AE # 3025-790**, developed a curriculum and sponsored a series of 20-hour workshops for seniors in the following areas:

Positive Self Image
Assertiveness Training
Stress Management
Time Management
Financial Matters
Living Wills and Trusts
Consumer Protection
Making Decisions and Changes

Contact Carol Molek at the address given on page 3 for more information about this project.

Coping and Learning: A Life Skills Workbook, AE 3025-558, was developed in 1989 by Brown, Long, Coles and Goldrich of the Philadelphia School District. It provides a wonderful compendium of materials for counseling female single parents. Unit topics include:

Self awareness
Assertiveness
Responsibility
Conflict Resolution
Decision Making
Goal setting
Relationships
Family Life
Community Resources

These materials are for teachers and tutors to select and adapt for class use. They are not for students to use on their own.

Building Self Esteem and Confidence of Substance Abusers Through ABE, AE 3025-474, was developed by the School District of Erie Adult Learning Center in 1986-87.

Serving 41 adults on medication to reduce an alcohol dependency, the project provided motivational lessons designed to enhance their self-esteem. Some 28 of the 41 completed their GED, continued classes, entered military service or were employed. The final report includes an outline of each lesson's purpose, procedures, resources, and evaluation.

★★★★ SENIORS: *Current Events and Consumer Awareness*

Developed by Carol Molek, TIU Adult Ed & Job Training Center, 1 Belle Ave. #50, Lewistown, PA 17044-2435. Telephone: (717) 248-4942. FY 1992-93. $13, 500. AE 3025-908.

Designed for Senior Centers

Project staff worked with their Area Agency on Aging to develop and present 10 workshops on current events and consumer awareness to 39 senior citizens. The final report contains a description of the process, project evaluation and publicity, resources, pre-tests and post-tests, and a detailed lesson plan for each session.

The final report is concise and comprehensive. It might well serve as a model for program directors who must prepare final reports on projects that deal with workshops or training sessions.

General Format

Each session began with *Trivia For Seniors*, a game that focused on remembering information about the 1920s, 1930s, and 1940s. This *warm-up* activity encouraged participation and generated enthusiasm. Following the trivia questions, there was a discussion of current events. Various resources were used, including *USA Today* and local newspapers. After the first few sessions, the seniors came prepared to discuss events happening in the world around them.

The remainder of the time was devoted to the following subjects that Area Agency on Aging staff believed to be important for this audience, namely:

- *Advertising*
- *Crossword Puzzles*
- *Prescription Labels*
- *Food Labels*
- *Billing Notices*
- *Assessing Value of Personal Property*
- *Location of Family Records*
- *Health Care for Elderly — Preparation*
- *Health Care for Elderly*

Each lesson plan includes objectives, resources, procedures and, in some instances, vocabulary lists related to the topics.

Presentation of Results

Although an evaluation section is included, the most interesting presentation of project effectiveness can be found in two newspaper clipping about the program included in the final report. An impartial observer, the feature writer, reports seniors stating:

> ***she alerted us on scams, insurance scams, false advertising***
> ***this was the only meeting everyone attended.***

Describing the sessions from the presenter's point of view, the reporter noted:

> ***while the Area Agency on Aging had certain subjects they wanted to address, the seniors themselves had other topics they wanted to discuss such as fire insurance... Because of the subjects they had an interest in, she (the instructor) found herself gathering information on subjects that were not part of the original synopsis...I learned as much as they did, the instructor said.***

FOCUS RATING ★★★★

This project received an **EXCELLENT** for Innovation, Effectiveness, and Adaptability. Citing its easily adaptable curriculum, its focus on practical information, and its helpful resource lists, Focus panel members commended the project.

There's not much available in terms of curriculum for Seniors. This project recognizes the need to serve this population with different methods.

Consult the list of exemplary projects on page two for other projects serving this audience.

A.A. — N.A. Student Tutor Training

Honorable Mention

Developed by Jo Ann Weinberger & Rose Brandt, The Center for Literacy, Inc. 636 S 48th St., Philadelphia, PA 19142. Tel: (215) 474-1235. FY 1992-93. R9,150. AE 3025-840.

Working Within the System

At A.A. and N.A. meetings, members take turns reading program materials aloud. Writing skills are also required as part of the 12 step process. Consequently, limited literacy skills can deter self-conscious substance abusers from taking part in the recovery process. Project funding allowed CFL staff , working with an A.A. member , to provide collaborative student-tutor literacy training for N.A. and A.A. members using the following materials:

- ***The AA Preamble***
- ***How It Works** from Chapter 5 of the **Big Book***
- ***The 12 Steps***
- ***Writing for the fourth step***

Adjusting the Audience

When three workshops held for A.A. sponsors and friends did not result in producing people interested in continuing tutoring, the project turned to individual tutor training for A.A. and NA. members and small group instruction for existing ABLE groups with members in A.A. and N.A. Altogether, some 21 students and seven tutors completed the program. The training used a whole-language approach to reading and writing, with skills presented in relation to real-life materials. The final report is accompanied by a Training Manual, which includes trainer's guidelines and workshop handouts.

An Honorable Mention — This project is innovative, addresses a unique audience, and deserves a second look. Of course, an A.A. or N.A. member **must** be involved to set this up.

STAFF DEVELOPMENT

COUNSELING AND COMMUNICATIONS

Developed by Helen Guisler & Carol Molek, TIU Adult Education and Job Training Center, 1 Belle Ave., #50, Lewistown, Pa 17044-2435. Telephone: (717) 248-4942.
FY 1992-93. $18,850. AE 3025-916

Videotapes Of All Sessions Are Available From The Region V Staff Development Center

TEACHERS AS COUNSELORS

Like it or not, experienced or not, the reality is that ABLE practitioners often find themselves in the role of counselors. They need the knowledge and training that will alert them to serious problems and provide them with everyday counseling techniques in order to deal more effectively with their adult students.

Workshop Content

TIU center staff reviewed materials on adult educators as counselors and, working with local counseling practitioners and staff, determined the content of four workshops. The anticipated result was that staff attending the training sessions would:

- *understand the limits they should adopt for themselves as far as counseling is concerned*
- *make appropriate referrals*
- *improve their listening and communication skills*
- *acquire basic counseling skills*

Four two-hour workshops were held between January and March of 1993. The following sessions presented by local counselors and TIU staff were all videotaped and can be requested from the Region V Staff Development Center, located at the TIU Adult Education and Job Training Center.

What's the Problem

Working with participants in areas of self esteem, identifying obstacles, and goal setting. The six steps of problem solving were introduced with emphasis placed on taking ownership of the problem.

Shades of Grey

Recognizing and responding to diversity, assumptions, and perceptions. How to motivate participants. Small groups examined biases present in their formative years and looked at how they stereotyped different groups (Japanese, men, women).

Do You Really Hear Me?

Communication strategies and listening skills with participants — and with each other. A video, ***Level with Me***, was shown to illustrate different styles of communication.

The Next Step

Clarifying problems, next step counseling, referral networks. Small groups reviewed case studies and used telephone books to make appropriate referrals for specific situations.

The final report's appendices includes training outlines for each workshop session. These outlines provide objectives, resources, a description of each exercise, the materials necessary to carry out the activity, and participant comments evaluating each session.

FOCUS RATING:

This project was rated **EXCELLENT** for Innovation and Effectiveness, and **SUPERIOR** for Adaptability. **Good concrete training topics were chosen.**

The FOCUS panel consists of: **Ione Graves,** the Mayor's Commission on Literacy; **Carol Goertzel,** Philadelphia Housing Authority, **Edie Gordon,** CIU 10 Adult Development Center; **Cheryl Harmon,** PDE AdvancE; **Joan Leopold,** Harrisburg State Hospital; **Carol Molek,** TIU Adult Education and Job Training Center; **Beverly Smith,** Catholic Charities; **Paul Weiss, Greater** Pittsburgh Literacy Council and **Sherry Royce,** Focus Editor.

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Pennsylvania Adult Basic and Literacy Education

FOCUS on Literacy

This Month:

TUTOR TRAINING

March 1994, Volume 8, Number 5 Sherry Royce, Editor

IN THIS ISSUE

- *Volunteer Awareness and Educational Enabling* page 2
- *In-Service Math Instruction Program for Tutors* page 3
- *TUTOR TIPS: A Newsletter for Volunteer Tutors* page 4

The special projects featured in FOCUS were funded by the Bureau of Adult Basic and Literacy Education (ABLE), Pennsylvania Department of Education (PDE) and rated according to the following criteria

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- Objectives and outcomes are clearly stated;
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INNOVATION:

- Addresses major priorities,
- Creative use of resources.

ADAPTABILITY:

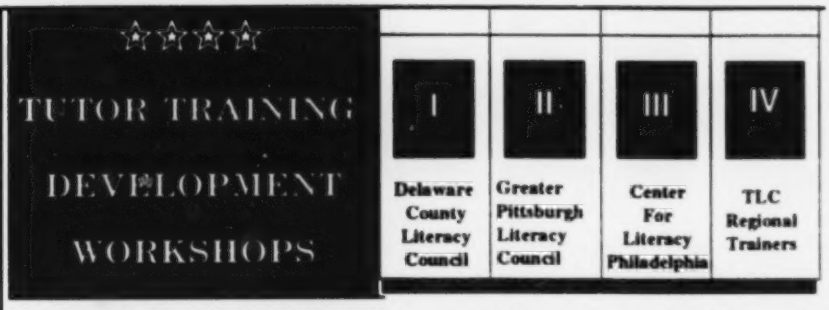
- Reports and/or curricula are clearly written.
- Little staff training is needed.

On a five point scale, the highest rating attainable is Excellent (5), Superior (4), and Good (3).

Projects may be borrowed from : AdvanceE, 11th Floor, PDE, 333 Market Street, Harrisburg, PA 17126-0333. Telephone: (800) 992-2283. Out-of-state Telephone: (717) 783-9541.

or the Western Adult Literacy Center, 5347 William Flynn Highway, Gibsonia, PA , 15044-9644. Telephone: (800) 446-5607. FAX: (412) 443-1310.

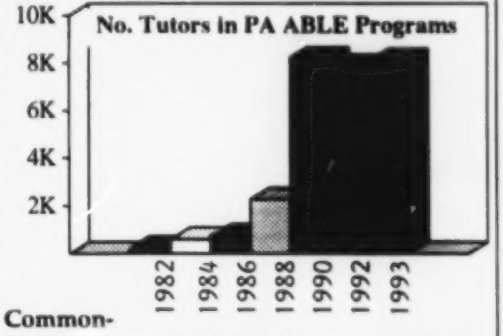
When requesting a project, please refer to it by its AE number.



Developed by Mary Lindquist, Marcia Anderson, and Sherry Spencer. Training Presenters were Phyllis Gaul, Delaware County Literacy Council; Arlene Cianellit and Karen Mundy, Greater Pittsburgh Literacy Council, Camille Realo, Center for Literacy, and Linda Herr, , Tutors of Literacy in the Commonwealth (TLC). Project Agency, TLC Bradford County Literacy Program, RD #3, Troy, PA 16047. FY1992-93. $24,000. AE 3025-933.

Tutor Training at Its Best

Pennsylvania has long led the nation in its commitment to and support for volunteer literacy tutoring. Between 1982 and 1989, the nation experienced a growth rate of 385 % in the number of volunteer tutors. In the same time period, thanks to the vigorous support given adult literacy in the Commonwealth through Act 143, Pennsylvania's tutors grew from 263 to 6661 volunteers, **an increase of six times the national average.** As of June 1993, some 44,670 literacy volunteers had been trained, of which 8,132 were working as tutors in Act 143 Literacy and ABLE programs.



This project developed by Mary Lindquist and Marcia Anderson and hosted by **Tutors of Literacy in the Commonwealth (TLC)** presented three two-day regional workshops at which participants were exposed to four different tutor training models. These workshops served two basic purposes:

1. *Participants were guided through "hands-on" activities to enable them to evaluate their current tutor training and to update and create new tutor training workshops which better meet the needs of their local program.*
2. *The sessions served as a forum for gathering information on the philosophy, content, techniques, and evaluation of tutor training as practiced in Pennsylvania.*

The final report includes a description of the project and the training models presented, project evaluation, and a complete set of the materials used by each presenter. It is accompanied by four 1½ house videos that were taped *on site* during the workshop. While the final report could be better organized, the videos are a wonderful resource for any volunteer literacy program engaged in tutor training.

Continued on Page 2

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Tutor Training Development Workshops

continued from page 1

The Center for Literacy (CFL), which serves some 2000 Philadelphians yearly, is the oldest literacy center in the nation. In the video of her workshop presentation, **Camille A. Realo**, a regional coordinator and tutor trainer, explains the Center's holistic, opportunistic, whole language approach to tutoring adults and describes the unique **Student-Tutor Orientation** which prepares tutors for this approach.

All but the first of CFL's four training sessions are conducted with matched pairs of tutors and students. In the first session, tutors are given an overview of the program and the orientation. During the next two sessions, pairs work on developing strategies for reading and writing instruction in a learner-centered program. The final session, which takes place after two weeks of tutoring, allows students and tutors to brainstorm success and problems with peers and staff members. **(See CFL's 1990 special project listed under past winners for more information about this tutor-training method.)**

The Greater Pittsburgh Literacy Center

The Greater Pittsburgh Literacy Center (GPLC) has a staff of 24, 11 area coordinators, 504 volunteers, and serves approximately 1400 adult learners yearly — half of whom receive small group or classroom instruction. The guiding principles of this second largest literacy center in the Commonwealth are:

- ***place student goals first and foremost***
- ***provide affirmation for literacy councils***
- ***teach reading and writing hand-in-hand***
- ***respect learners' cultural backgrounds***

The center has the benefit of several reading specialists on staff. As **Karen Mundy** explains in her videotaped presentation, GPLC's training provides a balanced approach to teaching new readers that uses whole language, sight words, and phonics. One notable component of this training is to teach tutors how to use children's literature to teach reading skills.

Copies of the GPLC Tutor Handbook and Trainer's Manual are listed in this project's bibliography and may be purchased from GPLC. **(See the 1990 special project,** *Volunteer Evaluation System, listed on the right,* **for additional suggestions about tutor training, volunteer matching, monitoring, and evaluation).**

The Lycoming County Literacy Project, is housed in a local library in Williamsport, a rural community in central Pennsylvania. Its coordinator and trainer, **Linda Herr**, reports that it serves 200 adults yearly, five times the number it reached when it opened 10 years ago.

Tutor training is still primarily a *Laubach Way to Reading* workshop but it has been modified over the years to address local needs. Handouts included with the final report provide placement procedures, information on learning disabilities, reciprocal questioning strategies, case studies for lesson planning, and seven important questions tutors can ask themselves to evaluate each lesson.

The Delaware County Literacy Council

This council operates five learning centers in Delaware County, including one on *the Main Line* and one in Chester, the third most economically depressed city in the nation. With 500+ volunteers, 18 staff, 4 tutor trainers, and a reading specialist, it serves some 800 students yearly.

As tutor-trainer **Phyllis Gaul** explains in her presentation, while every tutoring session is oriented toward student goals, tutors are trained to follow a structured lesson plan during each 1½ hour session. This includes: 1) a learning experience activity; 2) sight words; 3) a DCLC core curriculum including phonics; 4) writing, and 5) functional reading for 20-30 minutes. A model lesson is included in the project's Appendix.

FOCUS RATING

The project was rated **EXCELLENT** for Innovation and Effectiveness and **SUPERIOR** for Adaptability. As panel members noted: *By taping the workshop presentations, programs that utilize tutors can view the different formats and pick and choose among the methods and strategies those that best suit their program's needs. Each of the videotapes can stand alone, so the project can be used in whole or in part.*

★★★ PAST WINNERS ★★★

Exemplary Special Projects addressing Volunteers and Tutor Training.

- ***1990 Student - Tutor Orientation Project*** *by Anita Pomerance, The Center for Literacy, Philadelphia. AE 3025-616*

  The final report describes CFL's strategy for team-training tutors and adult students. Learners and tutors compare past learning experiences, select reading material related to learner goals and try out various approaches to reading and writing.

- ***1990 Volunteer Evaluation System*** *by Don Block and Beverly Ohemang, Greater Pittsburgh Literacy Center. AE 3025-656.*

  This project provides a clear train for monitoring student/tutor/program progress and a method for handing the volunteer tutor who is not suited to tutoring. Includes forms used in orientation, interview and review process for tutors.

- ***1990 Alternative Leadership Program*** *by JoAnn Lauer, Central Susquehanna Intermediate Unit. AE 3025-609.*

  The final report describes the establishment of a team of volunteer leaders that provided field servies to tutors in a five-county area. It discusses tutors' concerns about student progress and suggests appropriate techniques and materials.

- ***1987 Literacy Staff Development Project*** *by Kindig, Janzer-Wilson and Zucco, Mid-State Literacy Council. AE 3025-505.*

  The three handbooks on literacy produced by this project are a must for newcomers and a challenge for the expert. They describe Literacy Government and Administration; Program Management and Promotions, and Educational Instruction and Support.

- ***1985 Work Study Students — An Evaluation*** *by Patricia Gaul, Delaware County Literacy Council. AE 3025-382.*

  This critical appraisal by a literacy expert of the effectiveness of work study students in a literacy program includes a checklist of 15 suggestions that should be considered by any program provider thinking of using Work Study students.

- ***1984 Demonstration Mentoring Services*** *by Frank Delaney, Metropolitan Community College, Philadelphia. AE 3025-324.*

  This project matched unemployed *trainees* with mentor-volunteers in service areas. The final report stresses what went right and what went wrong with this individualized approach, and discusses midterm corrections. The bottom line was a greater percentage of trainees were hired at higher wages.

- ***1984 Volunteer Learning Project*** *by Edie Gordon and Nancy Fogelman, CIU Adult Development Center, AE 3025-360.*

  The final report describes the recruitment, training, and placement of volunteers as aides and tutors in ABE classes. The Volunteer Training Kit has materials for a four-session orientation to learners, an overview of math, and a discussion of English.

IN-SERVICE MATH INSTRUCTION FOR TUTORS

Developed by Ellen DcDevitt, South Hills Literacy Improvement Center, Bethel Park, PA 15102. Tlephone: (412) 854-8433. FY 1992-93, $4087. AE# 3025-847.

Research Before Training

This project addressed the need for individual tutoring in math for adult learners reading at 5th to 8th grade level, who were preparing for transition from one-to-one tutoring to a classroom situation.

Project staff tested nearly 100 adult literacy students in Allegheny County to determine their level of understandanding of math concepts. A group profile drawn from an analysis of student scores provided a clear picture of what kind of math tutoring was most needed.The final report includes a master prescription sheet with learning objectives ranked in order of need

Observations by the project director led to changes in the testing procedures:

- ***In certain testing situations, the format of the test was as big a problem for some students as the math problems themselves.***
- ***Some older students could not make the connection between a question, the answer, and the fill-in-the cirlce style of standardized test.***

Prescription for Success

After reviewing the literature on adult education and the results of the tests, the projec director concluded:

1. It is best to begin instruction with basic number operations, no matter what the presumed level of under standing. Students who know the materials will sail through the basics.
2. When a student doesn't understand a basic concept, both student and tutor will be saved the frustration of trying to learn an advanced concept before the fundamentals are mastered.
3. Using manipulatives and getting students out of their chairs and working with one another appeared to be the best way to teach adults mathematics.

Tutor Training Manual

A tutor-training manual is included with the Final Report (as Appendix E). It provides a listing of specific math competencies by function, supplies a sequential outline for teaching math skills, and provides an extensive annotated bibliography of applicable math resources.

The manual suggests five principles upon which effective math instruction should be based, outlines five steps used to solve word problems, describes techniques for teaching fractions, decimals, and percents, identifies key vocabulary, and provides a list of helpful manipulatives.

FOCUS RATING:

This projects was rated **EXCELLENT** for Innovation and Effectiveness and **SUPERIOR** for Adaptability. While the packaging is somewhat *confusing*, the project's strength lies in its combination *how to teach* and actual exercises. Math tutoring materials are not abundant, so this project should be useful to any tutoring program.

Volunteer Awareness and Educational Enabling

A Staff Development Project for Volunteer Literacy Tutors

by Mary Lindquist, Crawford County Literacy Council, Inc. 312 Chestnut St, RM 103, Meadville, PA 16335. Telephone: (814) 337-7323. FY 1992-93. $4316. AE# 3025-941

Providing a Proper Balance

Recognizing that new readers' attendance at tutoring sessions and their ability to concentrate on instruction is often adversely affected by social and psychological problems, this project trained tutors to recognize a variety of non-educational problems confronting new readers. It also provided information about area agencies where referrals might be made.

The thrust of the training was toward helping tutors maintain a proper balance between compassion and positive help for their adult students and over-involvement which leads to negativing enabling — creating a dependency by taking on the new reader's responsibilities.

Workshop Sessions and Resources

Agendas, exercises, and handouts from the half-day *Social Impact* workshops and the full-day *Educational Enabling* workshop are included with the project's final report. The exercises which deal with identifying adult learner's problems are presented as case studies for discussion. but there is no narrative description of the workshop.

The 34 pages of handouts for the *Educational Enabling* workshop, presented by Steven E. Landfried, with complete citations, are of particular interest. They include graphics and worksheets detailing:

- ***Consequences of enabling***
- ***Facilitating help — true help***
- ***Debilitating help — enabling***
- ***Coping skills***
- ***Character development goals***
- ***Time management matrix***

These handouts were obviously adapted from workshops presented to K-12 teachers and trainers in industry. But there is enough exciting material here to challenge you to explore this important subject.

Honorable Mention

TUTOR TIPS: A NEWSLETTER FOR VOLUNTEER TUTORS

Developed by Mary Hohensee, LVA Lancaster-Lebanons Literacy Council, 38 W King St., Lancaster, PA 17603 Telephone: (717) 295-5523. FY 1992-1993 $5,000. AE 3025-881.

A Comprehensive Approach

Like many literacy councils, only 15% of the more than 450 literacy tutors volunteering with The LVA Lancaster-Lebanon Literacy Council have formal teaching experience. Furthermore, 87 out of 100 tutors surveyed desired additional training relating to their student's individual needs. The only question was: ***What was the best vehicle for local staff development?***

The funding included in this project paid for the usual staff development activities: five volunteers and four staff members attended the Midwinter Conference; the acquisition of reference materials and training aids for tutors; and the development of the following five workshops:

- *Techniques for working with the reluctant worker*
- *Integrating whole language into each lesson*
- *Identifying an adult who may have learning disabilities*
- *techniques when you are "burned out" on tutoring*
- *Using the newspaper to teach an adult to read.*

Although 95 volunteers attended all five sessions, with an average attendance of 19 volunteers per session, this only constituted 21% of the council's volunteer base. Something more was needed to reach the majority of their tutors.

Spreading the Word

Mary Hohensee, director of the LVA Lancaster-Lebanon Literacy Council, instituted ***Tutor Tips.*** Funded under this project, it provides *at-home training* to volunteer tutors. She explains:

Organizations walk a fine line in terms of requirements and realistic expectations for trained volunteer tutors...as a community-based literacy provider, unless we share information and new developments with the tutors and staff members, the student will be cheated.

To get the information to the tutors, ***Tutor Tips*** *seemed to be our most effective approach..*

In addition to the quarterly newsletter sent our by the Lancaster Lebanon Literacy Council, four issues of ***Tutor Tips,*** a staff development newsletter, were produced and mailed to all tutors. Information acquired through the workshops and reference sources were featured. Issues included tips on:

- *Involving your student in writing activities*
- *Identifying and working with learning disabled adults*
- *Using language experience stories with adult students*
- *Treating the newspaper as a valuable learning resource*

The FOCUS panel consists of: Ione Graves, the Mayor's Commission on Literacy; Carol Goertzel, Philadelphia Housing Authority, Edie Gordon, CIU 10 Adult Development Center; Cheryl Harmon, PDE AdvancE; Joan Leopold, Harrisburg State Hospital; Carol Molek, TIU Adult Education and Job Training Center; Beverly Smith, CatholicCharities; Paul Weiss,Greater Pittsburgh Literacy Council and Sherry Royce, Focus Editor.

FOCUS BULLETINS are published six times a year between November and May. Requests to be placed on the mailing list may be addressed to Sherry Royce at the address below, or by calling (717) 569-1663. Inquiries about projects should go to Cheryl Harmon, AdvancE, 11th Fl, PDE, 333 Market St, Harrisburg, PA 17126-0333. Tel:(800) 992-2283. Out-of-state telephone: (717) 783-9541 or Chris Kemp, Western Adult Literacy Center, 5347 William Penn Highway, Gibsonia, PA, 15044. Tel: (800) 446-5607. Fax: (412) 443-1310.

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Pennsylvania Adult Basic and Literacy Education

FOCUS on Literacy

This Month:

PROGRAM IMPROVEMENT

April 1994, Volume 8, Number 6

Sherry Royce, Editor

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- *Participatory Staff Development: Lessons from Peers* *page 2*
- *Effectiveness of Group Instruction in Adult Literacy Acquisition* *page 3*
- *Resources for Staff Development through Distance Education in Rural Pennsylvania* *page 4*

The special projects featured in FOCUS were funded by the Bureau of Adult Basic and Literacy Education (ABLE), Pennsylvania Department of Education (PDE) and rated according to the following criteria:

EFFECTIVENESS:

- Objectives and outcomes are clearly stated;
- Materials are linked to results;
- Content is appropriate for the target audience.

INNOVATION:

- Addresses major priorities,
- Creative use of resources.

ADAPTABILITY:

- Reports and/or curricula are clearly written.
- Little staff training is needed.

On a five point scale, the highest rating attainable is Excellent (5), Superior (4), and Good (3).

Projects may be borrowed from : AdvanceE, 11th Floor, PDE, 333 Market Street, Harrisburg, PA 17126-0333. Telephone: (800) 992-2283. Out-of-state Telephone: (717) 783-9541 .

or the Western Adult Literacy Center, 5347 William Flynn Highway, Gibsonia, PA , 15044-9644. Telephone: (800) 446-5607. FAX: (412) 443-1310.

Laser Disc Technology:

A Visual Approach to Reading

Developed by Barbara Goss and Carol Molek, TIU Adult Education & Job Training Center, 1 Belle Ave. #50, Lewistown, PA 17044-2435, Tel: (717) 248-4942. FY 1992-93. $15,220. AE# 3025-874

Enriching the GED Classroom

Laser disk materials available for Social Studies, Science, and Literature and the Arts deal with much the same information as provided in ABE/GED reading classes. The use of these resources with 25 ABE students not only enhanced their reading instruction but provided a means whereby they grew comfortable working with high technology.

Identification of Resources

Project staff previewed materials from commercial vendors and reviewed the software available from Tuscarora Intermediate Unit's laser disc library. The following resources were found to be compatible with the Contemporary GED materials used in TIU's ABE classes:

Windows on Science : Warren: NJ Optical Data Corp., 1990

1. **Earth Science Vols 1-3**
2. **Physical Science Vols 1-3**

ABC News Interactive : American Broadcasting Company, 1991

3. **Powers of the Supreme Court**
4. **Powers of the Congress**
5. **Powers of the President**

A Perspective on America:

Literature: **The Contribution of Man**

These and other resources are listed in the final report, which also includes a pre/post questionnaire in which students rate their familiarity with laser disc technology and their expectations regarding learning in this manner.

Curriculum Units Included

After reviewing the materials, project staff six curriculum units which are included in the final report. The **biology** unit covers such topics as photosynthesis, DNA, global temperature changes, and provides an overview of the world's grasslands, forests, savannahs, and deserts.

The two units on **earth science** feature the solar system with an emphasis on the sun and its relationship to conditions on earth. Vocabulary lists, exercises, puzzles, and a multiple choice quiz are included.

Laser disc technology with its topographical maps of the United States and the world makes the unit on **geography** come alive. There is even a Spanish translation for the vocabulary in the illustrated glossary.

Although the unit on **physical science** covers both the properties and states of matter, all the exercises highlighted in the final report center around the periodic chart. Some of the issues discussed in the final chapter, **Political Science,** include the separation of powers, the senate's role in ratifying treaties, and the landmark *Miranda* case.

continued on page 3

FOCUS is a PDE Adult Education Staff Development Project. However, the opinions expressed herein do not necessarily reflect the position of the Pennsylvania Department of Education nor the United States Department of Education and no official endorsement should be inferred.

Honorable Mention

Participatory Staff Development:

LESSONS FROM PEERS

Produced by Amelia Belardo Cox, Meg Keeley, Mary Taylor, and Daryl Gordon, Lutheran Settlement House Women's Program, 1340 Frankford Ave., Philadelphia, PA 19125. FY 1992-93. $5,000. AE 3025-917

A Model Process and Report

With the current emphasis on program quality and practitioner competence, everyone is *doing* staff development these days. Nearly all the workshops we attend, whether local, regional, state or national, feature traditional expert-delivered presentations with some room left for participant discussion — *hardly the learner-centered interactive mode of learning we advocate for our students.*

This project is different. Its final report and workshop handouts document a ***model*** process for conducting staff development workshops according to adult education principles of participatory learning.

Needs Assessment

This project's goal was to disseminate information about recently developed 353 curriculum, enhance teaching methods, and increase strategies to aid in student retention through presenting nine monthly professional development sessions. The final report was seen as a means of documenting both process and product.

The first step was to ask instructors to complete a self assessment form (included in the appendix). Project Staff found that while *most teachers were able to articulate their strengths and weaknesses as teachers, they were uncertain as to what topics would best meet their needs in terms of professional development.*

Therefore, they developed a survey of areas of special interest that would not compete with known workshops being offered at the ABE fall workshops and other staff development projects sponsored by their regional center.

Format of the Workshops

After a half-hour of local program chores, each workshop was built around the following format, as described in the final report:

1. **Discussion of applications of learning from previous workshop(s).**
   This allowed time for teachers to share their ideas, see other applications they might want to try, see the importance of their learning and know that their time was not wasted, make connections between what they had learned previous to that session's new topic.
2. **Introduction of new topics — linking new learning to experiences of learners.**
   This process involved brain storming on the topic so that the teachers could bring in information they had gained from their own experiences in the classroom.
3. **Modeling of new techniques, skill applications, etc.**
   Presenters used modeling techniques to demonstrate new teaching methodologies and skill applications for classroom instruction. By illustrating how to teach and learn new information in very concrete ways, the instructor becomes a partner with other learners.
4. **Practice of new learning in small interest groups.**
   Practice during the sessions allows teachers greater time for interaction as they try out new techniques. It allows them to experience how learners feel in the classroom and to identify and adjust problems students might have with some techniques.
5. **Reflection and evaluation of what was learned.**
   By not merely filling out evaluation forms but by also discussing their reactions to each workshop, participants reflected on how new techniques might be applied and where there might be difficulties.

The Final Report

Any program anticipating 353 staff development funding should examine this project's final report. Its format, organization, and content provide an excellent model for reporting on workshop sessions.

Laser Disc Technology

continued from page 1

Project Results

ABE students who had the opportunity to used these materials reacted very favorably. Not only was there heightened interest in what often seems difficult and confusing subject areas but there was a noticeable increase in understanding the basic vocabulary and concepts of the subject areas. Students were definitely enthusiastic about being exposed to laser disc instruction.

Can your program afford it?

Focus panel members gave this project an **Honorable Mention** because of the amount of staff training needed and their concern about the almost prohibitive cost involved in acquiring the laser discs. The final report provides some useful tips as to how to get around the high cost of technology.

1. **Check your local Intermediate Unit or school districts as to the possibility of borrowing a laser disc player or at least the software.**
2. **A possible source for funding to purchase laser disc software/equipment would be to link with a JTPA program.**

An open invitation

Honorable Mention

Project director, Carol Molek, Center has extended an open invitation to adult educators who wish to see the laser disc software in use to consider scheduling a visit to the TIU Adult Education and Job Training Center.

★★★★ ★★★★

1989-90 SPECIAL PROJECT

The following 353 is a forerunner of the *Laser Disc Technology Project.*

- ***1990 A Study of CA/CV Laser Disk Technology in the Adult Classroom,*** ***Gerry Valeri and Vince Nedimyer, Altoona Area S.D., 1415 Sixth Ave. Altoona, PA 16602. Tel: (814) 946-8366.***

  This project which combines laser disc software with the Apple computer and mathematics software compliments the Laser Disc Technology project which uses laser discs with reading in the content areas.

Effectiveness of Group Instruction in Adult Literacy Acquisition

GREATER PITTSBURGH LITERACY COUNCIL

Developed by Karen Mundie, GPLC, 100 Sheridan Square, Pittsburgh, PA 15206. TEL: (412) 661-7323. FY 1992-93. AE 3025-860.

Research Background

This research project examines the effectiveness of small group instruction in a setting that has traditionally relied upon a one-to-one approach. It seeks empirical evidence as to whether small group collaborative learning is equal or superior to one-to-one tutoring in increasing reading levels and helping students achieve other goals. This study replicates a GPLC pilot study and refines portions of its methodology and data analysis.

Study Objectives

The objectives of this particular study were:

1. *To contrast students' reading level gain across instructional modes*
2. *To contrast students' personal goals accomplishment across instructional modes*
3. *To contrast the relationship among students' reading level gain, personal goals accomplishment, and instructional modes.*

Study Participants

Adult learners engaged in the study were drawn from two *inner-city* and one surburban site adjacent to Pittsburgh. Of the 20 students who enrolled in the **sample** small group classes, nine completed the six month program. A **comparison** group of 11 adult learners who were receiving one-to-one instruction over the same period of time was selected and studied. While the racial composition of the two groups were mirror images, the groups were poorly matched as to sex and years of schooling.

Results Reported

The study examines the average monthly attendance and compares attendance patterns in relation to. both demographic and academic placement characteristics. Personal goal accomplishments and reading gains over the six-month period (as measured by the ABLE test) are reported for both groups. Of interest are the following comments:

1. **Attendance patterns were remarkably similar** for both groups. Some 62.5% of students who withdrew left within the first three months.
2. Neither group exhibited real growth in word recognition. **The study does not support the superiority of either method** in improving reading scores.
3. The one-to-one environment seems to be more conducive to both goals-setting and reporting. However, six months is probably not enough time to observe progress toward long-range goals. As one students reported: instruction made me aware that *my first goals were all wrong!*

ACTION RESEARCH

A Practitioner Inquiry Project

The Region 9 Staff Development Center
Mayor's Commission on Literacy
1500 Walnut St., 18th Floor, Philadelphia, PA 19102
FY 1992-93 ***AE 3025-945***

PDE's Bureau of ABLE has stipulated four options for implementing action research projects: 1) Independent Study; 2) Share and Compare; 3) Adoptive/Adaptive Practices, and 4) Practitioner Inquiry. Projects directors who are interested in Practitioner Inquiry would do well to examine Appendix G of the Region 9 Staff Development Center's 1992-93 final report.

A Model Approach

During FY 1992-93, in collaboration with the National Center on Adult Literacy of the University of Pennsylvania, the Region 9 Center provided staff development training for 32 practitioners in four Philadelphia programs who were interested in conducting practitioner inquiry research. Participants in this project attended two initial intensive training seminars in the fall of 1992. Agendas and workshop materials are included in the final report.

Working in groups, practitioners identified questions of relevance to their programs, worked with mentors at program sites exploring answers to their questions, produced a summary of their work, and discussed their findings at a wrap-up group session in the spring on 1993.

The final report includes seminar agendas and workshop handouts, including methods for collecting data; three types of learner interviews including sample questions; and a table of contrasting paradigms of research on teaching. Also included are four ABLE programs' summary reports:

- ***The Center for Literacy's*** *focus of inquiry was quality. Each individual participant pursued a specific question related to that theme within their area of interest: i.e. coordinating, teaching, training, managing, and administrative support.*
- ***The Community Education Women's Program*** *addressed the theme of the tension and/or balance between teaching technical skills and conceptual understandings.*
- ***The LSH Women's Program*** *inquiries centered around student self-evaluation and included such items as self-esteem in assessment; setting short-term goals, and end-of-year evaluation.*
- ***The Germantown Women's Educational Project*** *examined how well GWEP is meeting the standards set out in several of Pennsylvania's proposal indicators of program quality, and what direction any improvement efforts might take.*

These summaries report process as well as results. The comments are candid, providing readers with a discerning analysis of how ABLE practitioners react to taking part in action research.

Honorable Mention

Assessing the Need, Acceptability, and Available Resources for Adult Literacy Staff Development Through Distance Education in Rural Pennsylvania and Recommended Models to Meet the Needs

Developed by Allan Quigley and Daniele Flannery, Penn State University - Harrisburg, 777 W Harrisburg Pike, Middletown, PA 17057. TEL: (717) 948-6319. FY 1992-93. $17,602. AE 3025-845.

Just as literacy programs must address the problem of the *hardest-to-reach-to-teach* rural adult learners, professional development projects must concern themselves with the *hardest-to-reach-to-train* rural adult literacy providers.

A Feasibility Study

This project investigates the feasibility of using distance education for training rural ABLE staff. Toward that end it provides a comprehensive review of literature on conducting professional development through distance education as practiced by other states and Canadian provinces.

Turning to Pennsylvania, a survey was developed to measure rural literacy providers access to and attitudes toward distance education for staff development. The baseline summary of the types of distance education resources currently available reports on:

- ***Interactive Audio*** *— telephone hook-ups, interactive speaker systems used with print reading materials .*
- ***Interactive video and audio graphics*** *— electronic blackboards plus print reading materials, supplemented with interactive video-audio at centers, and computer conferencing using existing personal computers and modems*

Statistics compiled after the 1990 census indicate that Pennsylvania leads the nation in rural population with 31% of its total population residing in rural areas. Without attention to rural adult literacy programs, it will be extremely difficult to impact on illiteracy in the Commonwealth in the future.

- ***All of the above*** *with interactive video-audio using satellite downlink transmission at local facilities and satellite uplink technology at PSU —University Park.*

Survey of Practitioner Attitudes

Project staff reported that attitudes towards the use of distance education were positive for administrators and teachers/staff. Only 40% to 50% of volunteer responders expressed support for using technology. Administrators appeared most comfortable with using computers, while teachers/staff and volunteers favored video.

Results and Recommendations

The feasibility study found that:

1. ***there is interest and willingness to use and be trained in the use of interactive audio systems, even though there is little audio conference equipment available now.***
2. ***there is considerable video playback equipment and computer equipment available, but this equipment is not being used extensively for staff development and practitioner anxiety over using computers was evident.***

Project staff outlined a two-year plan for staff development centers to implement distance education across the seven rural regions.

Is this Project of Value to You?

This project provides a model and well-conceived survey that can be used by any state, region, or multi-county program with a large rural population that wants to ascertain current assets and interests in staff development via distance education.

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